

Orange County Public Schools

# Riverside Elementary



## 2018-19 School Improvement Plan

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# Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

<https://riversidees.ocps.net/>

## School Demographics -

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2) -</p> <p style="text-align: center;">76% -</p>

## School Grades History -

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	D	C	D	C*

## School Board Approval -

This plan is pending approval by the Orange County School Board. -

## SIP Authority -

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

## Purpose and Outline of the SIP -

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision -

#### Provide the school's mission statement

To be the top producer of successful students in the nation.

#### Provide the school's vision statement

To lead our students to success with the support and involvement of families and the community.

### School Leadership Team -

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title -
Hankerson, Kimberly	Principal -
Chiuchiarelli, Tawny	Instructional Coach -
Herrick, Samantha	Other -
Kelly, Carla	Other -
Oakes, Lindsey	Instructional Coach -
Scott Smith, Tameika	Instructional Coach -
Brown, Donna	Assistant Principal -
Delucia, Stephanie	Instructional Coach -

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

All leadership team members will play an essential role in the MTSS process as they will be present at weekly data meetings, provide guidance in grade level PLCs as well as coaching and mentoring classroom teachers and pull-out teachers to ensure they are progress monitoring and collecting data on their students and supporting each individual's needs based on the core instruction. School administrators will facilitate all data meetings, observe classroom teachers, pull-out teachers, and coaches; and maintain a safe and orderly environment. The main roles and responsibilities of each leadership team member are listed below, but not limited to:

Donna Brown; Assistant Principal - Conduct observations and provide evaluative and non-evaluative feedback, facilitate K - 2 grade common planning and PLC sessions, and provide professional development.

Tawny Chiuchiarelli; Curriculum Resource Teacher - School-wide testing coordinator,

collect, analyze, and summarize schoolwide student performance data, and prepare summaries and interpretations of data analyses.

Samantha Herrick; Staffing Specialist - Create and monitor school-wide academic and behavior MTSS processes, converse and meet regularly with classroom teachers and the dean regarding students that may need a behavior/discipline plan. Converse and meet regularly with MTSS team to identify students in need of ESE testing, and monitor ELL and ESE student EWI signals.

Carla Kelly; Dean - Provide interventions for students' disciplinary issues, develop appropriate programs to promote positive behavior, and assist with the development of student behavior contracts.

Stephanie Delucia; Reading Coach - Facilitate the implementation of reading programs, activities, and strategies designed to achieve school improvement objectives, have a working knowledge of ELA standards, District ELA CRMs, and ELA FSA item specifications, implement the coaching cycle (observations, model lessons, provide feedback/ conversations) with classroom teachers

Tameika Scott-Smith; Math/Science Coach - Facilitate the implementation of math programs, activities, and strategies designed to achieve school improvement objectives, complete the coaching cycle (observations, model lessons provide feedback/ conversations) with select classroom teachers, and disaggregate and monitor math data (iReady and common assessment).

Lindsey Oakes; Instructional Coach - Facilitate the new and beginning teacher program, conduct non-evaluative feedback, complete the coaching cycle (observations, model lessons, provide feedback), classroom walkthroughs, provide professional development.

**Early Warning Systems -**

**Year 2017-18**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	28	28	16	27	15	19	0	0	0	0	0	0	0	133
One or more suspensions	4	2	8	8	9	15	0	0	0	0	0	0	0	46
Course failure in ELA or Math	5	12	29	44	28	24	0	0	0	0	0	0	0	142
Level 1 on statewide assessment	0	0	0	60	48	46	0	0	0	0	0	0	0	154

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	3	12	43	34	28	0	0	0	0	0	0	0	124

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	3	1	0	0	0	0	0	0	0	0	4 -

**Date this data was collected**

Wednesday 7/18/2018

**Year 2016-17 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	21	33	34	18	19	0	0	0	0	0	0	0	153 -
One or more suspensions	0	1	3	5	5	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	19	24	45	28	41	0	0	0	0	0	0	0	165 -
Level 1 on statewide assessment	0	0	0	50	47	38	0	0	0	0	0	0	0	135

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	8	9	47	30	28	0	0	0	0	0	0	0	126

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	21	33	34	18	19	0	0	0	0	0	0	0	153 -
One or more suspensions	0	1	3	5	5	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	8	19	24	45	28	41	0	0	0	0	0	0	0	165 -
Level 1 on statewide assessment	0	0	0	50	47	38	0	0	0	0	0	0	0	135

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	8	9	47	30	28	0	0	0	0	0	0	0	126

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Math lowest 25% was the data component with the lowest performance during 2018 state testing. Historical data indicates that this has not been the trend, but math lowest 25% was second lowest component on both the 2016 and 2017 state assessments.

#### Which data component showed the greatest decline from prior year?

The greatest declines were in ELA learning gains. ELA lowest 25% percent showed a 21 point decrease while overall learning gains showed a 14 point decline. Math learning gains also dropped significantly with an 18 and 14 point reduction in math overall learning gains and lowest 25% respectively.

#### Which data component had the biggest gap when compared to the state average?

When compared to the state average, math lowest 25% learning gains and math overall learning gains had the biggest gap with a difference of 24 percentage points.

#### Which data component showed the most improvement? Is this a trend?

Science achievement showed the most improvement with a 4% increase. This historically has not been the trend. Science proficiency percentages have been inconsistent, fluctuating between double-digit increases and decreases each year (increasing 13% in 2016 and decreasing by 14% in 2017).

#### Describe the actions or changes that led to the improvement in this area

After analyzing science mid-year data, students were ability grouped to attend science courses. The math/science coach, a classroom teacher, and a grade level tutor took most of the students (bubble, on grade level, and high). Other students were placed in smaller groups to receive more intense instruction. Students participated in hands-on labs at least once per week. After school Mad Science Club (enrichment) was provided after school.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	56%	56%	45%	54%	55%
ELA Learning Gains	41%	55%	55%	55%	58%	57%
ELA Lowest 25th Percentile	29%	48%	48%	50%	53%	52%
Math Achievement	43%	63%	62%	51%	61%	61%
Math Learning Gains	35%	57%	59%	53%	64%	61%
Math Lowest 25th Percentile	23%	46%	47%	37%	54%	51%
Science Achievement	39%	55%	55%	35%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (28)	28 (21)	16 (33)	27 (34)	15 (18)	19 (19)	133 (153)
One or more suspensions	4 (0)	2 (1)	8 (3)	8 (5)	9 (5)	15 (1)	46 (15)
Course failure in ELA or Math	5 (8)	12 (19)	29 (24)	44 (45)	28 (28)	24 (41)	142 (165)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	60 (50)	48 (47)	46 (38)	154 (135)

#### Grade Level Data -

**NOTE: This data is raw data and includes ALL students who tested at the school. - This is not school grade data. -**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	55%	-12%	57%	-14%
	2017	42%	57%	-15%	58%	-16%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	32%	54%	-22%	56%	-24%
	2017	45%	57%	-12%	56%	-11%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				
05	2018	46%	55%	-9%	55%	-9%
	2017	46%	51%	-5%	53%	-7%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	61%	-15%	62%	-16%
	2017	50%	63%	-13%	62%	-12%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	38%	62%	-24%	62%	-24%
	2017	44%	64%	-20%	64%	-20%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				
05	2018	35%	59%	-24%	61%	-26%
	2017	49%	56%	-7%	57%	-8%
Same Grade Comparison		-14%				
Cohort Comparison		-9%				



**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	48	38	15	58	35		46				
BLK	38	38	19	42	33	22	42				
HSP	45	46		35	37	21	27				
MUL	17			23	40						
SWD	21	22	9	21	11	15					
FRL	39	42	31	41	36	26	35				
ELL	29	35		29	33	30					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	54	52	25	69	58		50				
BLK	38	56	52	40	48	42	24				
HSP	50	59	67	53	53	15	38				
MUL	31			44							
SWD	11	24	27	25	32	23	8				
FRL	45	55	50	51	53	37	35				
ELL	36	48		46	50		20				

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus: -**

**Activity #1**

**Title** Standards-Based Instruction

**Rationale** Standards-based instruction was determined as an area of focus due to our decrease and low overall proficiency in ELA (42%), math (43%). Although there was a 4% increase in science proficiency to 39%, it is far below our goal of (39%). In order to be successful in implementing standards-based instruction it is crucial for our teachers to understand the standards and the level of rigor needed to meet the standards.

**Intended Outcome** By increasing the rigor of standards-based instruction, proficiency in ELA will increase from 42% to 50%, proficiency in Math will increase from 43% to 51%, proficiency in science will increase from 39% to 50%.

**Point Person** Kimberly Hankerson (kimberly.hankerson@ocps.net)

**Action Step -**

1. The instructional coaches will provide professional development and ongoing support on standards-based and differentiated instruction; and provide more intensive support for teachers struggling with this implementation.  
-- Riverside's instructional coaches will implement the coaching cycle for teachers identified as tier 2 and 3 teachers, and those identified through classroom walkthrough and observation data. Teachers will be tiered based on experience, capacity, and historical data. (Tier 1-proficient teachers, Tier II-emerging teachers, Tier III- new to teaching, new to the school, teachers who need more support) Tier I teachers will receive at least 1 classroom walkthrough a week with feedback. Tier II teachers will receive at least 3 classroom walkthroughs a week with feedback. Tier III teachers will receive at least 5 classroom walkthroughs a week with feedback. Actionable feedback from the classroom walkthroughs will focus on the implementation of standards-based instruction, student engagement, writing, and the use of DPLC strategies. (Hankerson, Brown, Delucia, Smith, Oakes)

**Description -** 2. Teachers will provide differentiated instruction during small group lessons. (Delucia, Smith, Hankerson, Brown)

3. Riverside's teachers will work with administration and instructional coaches to develop a deeper understanding of the reading and math standards, and the rigor necessary to move the students towards mastery of the standard.  
--During the summer, three additional planning days, facilitated by instructional coaches and administration, were provided.  
-- During common planning, the instructional coaches and administration will guide teachers in the use of close reading strategies, the selection and use of complex text, and the District's CRMs to ensure planned lessons and activities align to and reach the full intent of the reading, math, and science standards. (Delucia, Smith, Oakes, Hankerson, Brown)  
-- During common planning, the instructional coaches and administration will facilitate the common planning process to ensure the rigor and depth of the reading, math, and science standards are planned and taught with fidelity. (Delucia, Smith, Oakes, Hankerson, Brown)

4. Through the work of the DPLC teachers will increase their knowledge and

application of close reading strategies.

-- Members of the Riverside DPLC will build the capacity of classroom teachers on text complexity, close reading, text-dependent questions, and organizing thinking to prepare for writing in response to complex text. (Hankerson, Delucia, Oakes)

-- Trained staff will train other staff members on the use of Thinking Maps to set students up to think more critically and make deeper connections to content. (Delucia) -

5. An interventionist will be hired to support intervention of selected students. Grade-level tutors (grades 3-5) will be hired to assist with small group instruction within the grade level. (Hankerson)

6. Riverside will provide after school tutoring for the lowest 25% in reading and math. (Chiuchiarelli)

7. Fifth grade teachers will incorporate Project Lead the Way STEM lessons. (Smith)

8. Document Based Questions and Comprehension Toolkit will be used to enrich and allow students to respond to and learn from nonfiction text. (Delucia)

**Person Responsible**

Kimberly Hankerson (kimberly.hankerson@ocps.net)

**Plan to Monitor Effectiveness -**

1. Administration will create a classroom walkthrough schedule to be completed by administration and coaches. The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. This calibration will take place in weekly leadership meetings. (Hankerson, Brown, Delucia, Smith, Oakes) -

2. Classroom teachers and the coaches will monitor iReady diagnostic and growth monitoring scores on goal sheets. Student data will be discussed during data meetings between the classroom teacher and school leadership team. (Delucia, Smith, Oakes, Hankerson, Brown) -

**Description -**

3. iReady data will be collected and reviewed throughout the year to monitor student mastery of standards and determine each student's progress toward the goal. (Delucia, Smith, Hankerson, Brown) (Hankerson, Brown, Delucia, Smith, Oakes) -

4.. Write Score program will be utilized in grades 2-5 to monitor student growth in writing. (Delucia)

5.. Lesson plans will be reviewed and classroom observations will be conducted throughout the year to ensure that differentiation is being implemented with fidelity within lessons. (Hankerson, Brown, Delucia, Smith, Oakes)

6.. Common assessment and i-Ready data will be reviewed by the classroom

teacher, administration, and the instructional coaches at weekly data meetings.(Hankerson, Brown, Delucia, Smith, Oakes)

7. During common planning, teachers will work the reading and math coaches and administration to ensure that lessons and activities are aligned with and reach the full intent of each standard. Students' common assessment and iReady data will be monitored to determine the students' mastery of standards. Formative assessment data will be monitored by classroom teachers to determine gaps in student learning and for whom which standards will be taught in small group. Weekly, small group lesson plans will be reviewed by our instructional coaches. (Delucia, Smith)

**Person  
Responsible**

Kimberly Hankerson (kimberly.hankerson@ocps.net)

**Activity #2**

**Title** MTSS (Academic and Behavior)

**Rationale** Our 2017 ELA FSA data indicated a 14% decrease in the number of students making learning gains and a 21% decrease in students in the lowest 25% making learning gains. Our Math FSA data indicated an 18% percent decrease in percent of students making learning gains and an 14% decrease in percentage of students in the lowest 25% making learning gains. By strengthening and monitoring both our academic and behavior MTSS process, we will see an increase in percentage of students making learning gains, particularly in our lowest 25%.

**Intended Outcome** By strengthening and monitoring the effectiveness of both the academic and behavior MTSS process, our percentage of students making learning gains in the ELA lowest 25% will increase from 29% to 50% and our percentage of students making learning gains in the Math lowest 25% will increase from 35% to 53%. The overall percent of students making learning gains in ELA will increase from 41% to 55% and Math will increase from 23% to 40%.

**Point Person** Kimberly Hankerson (kimberly.hankerson@ocps.net)

**Action Step**

1. Intervention materials specific to the needs of our students will be purchased and used during daily FBS time. (Delucia)
2. Instructional coaches will provide professional development on differentiated centers and small group. (Delucia, Smith, Oakes)
3. A classroom walkthrough schedule to be developed to be executed during reading intervention/enrichment and small group (reading and math) times. (Hankerson, Brown)
4. Classroom teachers will develop small group lesson plans based on student data. (Delucia, Smith)
5. Instructional coaches, administration, and teachers will meet weekly to analyze reading and math data to make instructional decisions about small group lessons. (Delucia, Smith, Oakes, Hankerson, Brown)
6. After school tutoring will be provided for the lowest 25% in reading and math. (Chiuchiarelli)
7. PBIS structures will be put in place to develop a strong tier I supports for all students. (Kelly)
8. All staff members will be trained on the adverse childhood experiences (ACEs), PBIS structures, and trauma-informed care. (Hankerson)
9. All teachers will be trained on the use of Second Step social emotional curriculum will be used during weekly scheduled health time. (Guidance Counselor)
10. A school-wide "House System" will be implemented, which develops a

**Description -**

sense of belonging for all students. (Hankerson)

11. As mentioned in our Culturally Responsive School plan, using funds from the UniSIG grant, the Partners In Print program (lessons taught by PEL) will be purchased to teach parents how to deeply engage with their kids around books, by asking questions and helping kids make connections between the stories they read and their own lives.

12. Another focus in our Culturally Responsive School plan is to train our parents on what it means to be trauma-informed and about self-regulation and mindfulness. Our monthly parent meetings led by our PEL will include both information on reading and trauma-informed care.

**Person Responsible** Kimberly Hankerson (kimberly.hankerson@ocps.net)

#### Plan to Monitor Effectiveness -

1. Weekly observations will be conducted and actionable feedback will be provided to ensure proper delivery of intervention and enrichment instruction and differentiated small groups and centers. (Hankerson, Brown, Delucia, Smith, Oakes)

2. iReady growth monitoring and common assessment data will be used as evidence of the effectiveness of differentiated small group lessons and centers. (Hankerson, Brown, Delucia, Smith, Oakes)

#### Description

3. Student discipline data will be monitored monthly during PBIS Team meetings to determine the effectiveness of the implementation of PBIS structures and a social emotional curriculum. (Kelly)

4. Monthly child study team meetings will be held to discuss the progress of all students in tier 3 of the MTSS process - both academic and behavior. (Herrick, Kelly)

**Person Responsible** Kimberly Hankerson (kimberly.hankerson@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

As mentioned in our Culturally Responsive School plan, using funds from the UniSIG grant, the Partners In Print program will be purchased to teach parents how to deeply engage with their kids around books, by asking questions and helping kids make connections between

the stories they read and their own lives. These exciting literacy workshops in which parents and children work together on key skills and strategies will be taught by our Parent Engagement Liason (PEL). Another focus in our Culturally Responsive School plan is to train our parents on what it means to be trauma-informed and about self-regulation and mindfulness. Our monthly parent meetings will include both information on reading and trauma-informed care.

Our school also provides a variety of opportunities for our parents to be involved or participate with their children through activities such as: PTO, Meet the Teacher, Literacy Night, Paint Night, FSA Night, and STEM Night just to name a few. Community members are invited to participate in Teach-In to showcase their careers and spark interest in our students. Riverside partners with community partners such as Olive Garden, Backyard Burger, and Chick-fil-A for student incentives; and Community Health Centers for our students' health needs.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

At Riverside we ensure that relationships are built which promote open communication between home and school with each of our students and families. This year Riverside has been selected to participate in the District's Title IV Grant which will focus on trauma-informed care and socio-emotional learning for students. Students will be explicitly taught social skills with the Second Step curriculum during health. Peace corners, an area for calming and self-regulation, will be in all classrooms. Teachers will focus on building student relationships first. PBIS structures will be put in place to promote positive behaviors and interactions.

Riverside has hired a guidance counselor to support students through groups, social skills lessons, and SEDNET referrals when necessary. Through our established behavior MTSS students are properly monitored, provided interventions, and possibly placed in a learning environment that meets their social-emotional needs. Students are monitored through behavior data, teacher observation, and conversations with parents; and referred to counseling services as needed through our behavior specialist and social worker.

Our MTSS coach will facilitate the MTSS process to monitor and meet the social and emotional needs of all the students. Monthly child-study team meetings will be held with the principal, school psychologist, social worker, MTSS coach, and staffing specialist to ensure that students exhibiting two or more early warning indicators are closely monitored and hopefully reduce their number of EWIs and prevent their number of EWIs from increasing.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Students who attend nearby VPK programs situated in daycares and Headstart programs will be invited to visit our campus this spring. Parents of children in those programs as well as in our own VPK program are invited to attend our family curriculum nights. Fifth grade students and their teachers will attend an orientation at Lockhart Middle School. After the

orientation, administration from the middle school will visit Riverside to meet with students to discuss academic and elective classes.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Riverside Elementary's leadership team will hold weekly data meetings with teachers to analyze data from Tier 1 core instruction to determine which students need small group Tier 2 interventions. Students who do not show success as evidenced through progress monitoring in Tier 2 will be moved to Tier 3. The instructional coaches will provide support to teachers through each of the tiers.

During common planning sessions, coaches and administration facilitate the improvement of instruction by allowing teachers to deconstruct the standards together to ensure that curriculum, instruction, and assessments are aligned. Teachers also share best practices, look at students' work, and plan curriculum and lessons together. Teachers are guided in the use of the Florida Standards, District's Curriculum Resource Materials (CRMs), and FSA Item Specifications to plan lessons and common assessments.

Riverside Elementary has one voluntary prekindergarten program (VPK). Funding from Title 1 will be used for instructional and curriculum resources as well for professional development opportunities that will be utilized to increase student achievement.

Title II: Riverside uses Title II funds to obtain substitute teachers allowing classroom teachers to receive professional development during the school day. This will support grade level collaboration and the implementation of the NGSSS and Florida Language Arts and Math Standards. The funds will also be used to secure training materials and resources for professional development activities.

Title III: Any of these funds received will be used for instructional materials to support English Language Learners.

Title X Homeless: The district and school based personnel provide resources such as clothing, school supplies and social service referrals for students identified as homeless.

Supplemental Academic Instruction (SAI): These funds are used to purchase materials and personnel to support student learning in reading.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

## Part V: Budget

<b>Total:</b>	<b>\$255,743.75</b>
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