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Riverside Elementary

3125 PEMBROOK DR, Orlando, FL 32810

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

Demographics

Principal: Kimberly Hankerson

Start Date for this Principal: 5/24/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: D 2016-17: C 2015-16: D 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hankerson, Kimberly	Principal	Provides a common vision through the use of data-based decisions making in order to structure the instructional focus for the planning process, delivery of lessons and assessment of standards so that students are making progress toward proficiency.
Herrick, Samantha	Other	Meets all requirements and compliance items for ESE students. Converses and meets regularly with classroom teachers regarding students that may need a behavior/discipline plan. Monitors ESE students EWI signals.
Kelly, Carla	Dean	Provides interventions for students disciplinary issues, develops appropriate programs to promote positive behavior and facilitates professional development for teachers to support proper classroom management.
Oakes, Lindsey	Instructional Coach	Facilitate the "New to Riverside Teachers" and beginning teacher programs. Conducts non-evaluation feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Scott Smith, Tameika	Instructional Coach	Instructional support for Science. Supports teachers in building lessons plans, and assessments. Conducts non-evaluation feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Delucia, Stephanie	Instructional Coach	Instructional support for ELA. Support teachers in building lessons and assessments. Conducts non-evaluation feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Rumph, Pamela	Instructional Coach	Instructional support for Math. Support teachers in building lessons and assessments. Conducts non-evaluation feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Darr, Kari	Assistant Principal	Provides support and guidance for the common vision and monitors for student growth and teacher planning.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	52	77	84	89	98	90	0	0	0	0	0	0	0	490
Attendance below 90 percent	15	25	24	21	23	16	0	0	0	0	0	0	0	124
One or more suspensions	2	9	8	5	9	8	0	0	0	0	0	0	0	41
Course failure in ELA or Math	13	21	24	22	20	25	0	0	0	0	0	0	0	125
Level 1 on statewide assessment	0	0	0	40	46	32	0	0	0	0	0	0	0	118

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	11	10	28	30	22	0	0	0	0	0	0	0	104

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	0	1	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	3	4	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)

37

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	57%	57%	42%	56%	56%
ELA Learning Gains	53%	58%	58%	41%	55%	55%
ELA Lowest 25th Percentile	60%	52%	53%	29%	48%	48%
Math Achievement	54%	63%	63%	43%	63%	62%
Math Learning Gains	63%	61%	62%	35%	57%	59%
Math Lowest 25th Percentile	65%	48%	51%	23%	46%	47%
Science Achievement	42%	56%	53%	39%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	52 (0)	77 (0)	84 (0)	89 (0)	98 (0)	90 (0)	490 (0)
Attendance below 90 percent	15 (28)	25 (28)	24 (16)	21 (27)	23 (15)	16 (19)	124 (133)
One or more suspensions	2 (4)	9 (2)	8 (8)	5 (8)	9 (9)	8 (15)	41 (46)
Course failure in ELA or Math	13 (5)	21 (12)	24 (29)	22 (44)	20 (28)	25 (24)	125 (142)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (60)	46 (48)	32 (46)	118 (154)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	55%	-15%	58%	-18%
	2018	43%	55%	-12%	57%	-14%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	39%	57%	-18%	58%	-19%
	2018	32%	54%	-22%	56%	-24%
Same Grade Comparison		7%				
Cohort Comparison		-4%				
05	2019	43%	54%	-11%	56%	-13%
	2018	46%	55%	-9%	55%	-9%
Same Grade Comparison		-3%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	62%	-8%	62%	-8%
	2018	46%	61%	-15%	62%	-16%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	49%	63%	-14%	64%	-15%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		11%				
Cohort Comparison		3%				
05	2019	49%	57%	-8%	60%	-11%
	2018	35%	59%	-24%	61%	-26%
Same Grade Comparison		14%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	54%	-13%	53%	-12%
	2018	36%	53%	-17%	55%	-19%
Same Grade Comparison		5%				
Cohort Comparison						

Subgroup Data

2019 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
SWD	22	46	53	24	54	47					
ELL	24	50	55	38	52	60	13				
BLK	38	56	56	51	66	61	34				
HSP	36	53	64	50	60	71	38				
MUL	18			27							
WHT	55	49		66	63		62				
FRL	37	52	64	49	58	65	34				

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 2015-16	C & C Accel 2015-16
SWD	21	22	9	21	11	15					
ELL	29	35		29	33	30					
BLK	38	38	19	42	33	22	42				
HSP	45	46		35	37	21	27				
MUL	17			23	40						
WHT	48	38	15	58	35		46				
FRL	39	42	31	41	36	26	35				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Students in grades 3-5 performed lowest in ELA and Science Achievement with 42% in each category. However, Science Achievement increased by 3% points and ELA Achievement maintained their scores from last year. Factors that contributed to this low performance is some students in these grade levels are read two or more years below grade level according to iReady data. Last year, 4th grade students increased in ELA Achievement by 7% points while third and fifth grade ELA Achievement went down by 3% points. There was a large focus on ELA mediation for these grade levels which decreased the allotted time for enrichment for ELA. Also, the focus on Science was split between Science and Math during PLCs. Thus, Science planning time was often taken up by Math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Overall, Riverside either maintained or increased in all areas. The ELA Achievement was maintained at 42%. All other areas increased. Last year, 4th grade students have increased in ELA Achievement by 7% points while third and fifth grade ELA Achievement went down by 3% points.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap compared to the state is ELA Achievement in 3rd and 4th grade. In the 2018-2019 school year, Riverside's 3rd grade ELA Achievement scores was 40%; however the states average was 58%. That was a 18% gap. Also, Riverside's 4th grade ELA achievement was 39% and the state average was 58%. That was a 19% gap. A factor for 4th grade gap was many students lacked knowledge for the writing process. Also, some 3rd grade students were working on closing foundation gaps for the majority of the school year during intervention time. This prevented teachers for extending grade level standard instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Students increased by 28% in Math Learning gains, from 35% last year to 63%. Students also increased 42% in Lowest 25% Learning Gains for Math. This was the first year with a Math/Science Coach. Teachers also meet weekly to discuss Math lessons and Small group

lessons. Teachers also discussed Math interventions and Acaletics was purchased for class use.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After analyzing the EWS data, two areas of concern are students scoring Level 1 on FSA and course failure. However, FSA Level 1 scores went down for this year. Identified students will be monitored for these two area throughout the year by reviewing iReady data and Report Cards.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase ELA Achievement.
2. Increase Science Achievement.
3. Strengthen MTSS structure and support with a heavy focus on multiracial students.
4. Continue the structure of common planning for grade levels.
5. Improve Social Emotional Learning (SEL) support.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Accelerate Student Performance
Rationale	Standard-based differentiated instruction in ELA, Math and Science is an area of focus due to needing to individually intervene based on student's needs to close gaps and increase student proficiency was identified as a critical need data analysis. 42% of student demonstrated proficiency on ELA, 53% demonstrated proficiency on Mathematics and 42% of students demonstrated proficiency in Science.
State the measureable outcome the school plans to achieve	By increasing the rigor of standards-based differentiated instruction through close reading, engagement strategies, and small groups, we anticipate seeing proficiency increase from 42% to 50% in English Language Arts, from 54% to 57% in Mathematics and from 42% to 50% in Science. In addition, by implementing the action steps, the learning gains in ELA for our lowest 25% will increase from 60% to 63%, and Mathematics learning gains in our lowest 25% will increase from 65% to 68%.
Person responsible for monitoring outcome	Kimberly Hankerson (kimberly.hankerson@ocps.net)
Evidence-based Strategy	Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. This will be monitored through interactive notebooks and informal walk throughs with actionable feedback provided to teachers.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.
Action Step	
Description	<ol style="list-style-type: none"> 1. We will provide after-school tutoring to our lowest 25% in grades 3rd-5th after school. (Brooks) 2. Acceleration after-school tutoring provided through the Minority Achievement Office, will be offered to selected students in 3rd and 5th grades during and after school. (Rumph) 2. Weekly Math Principal Quizzes will be given to grades 3-5. (Rumph) 3. Provide mini-assessments for grades 3-5 for ELA to monitor and deepen instruction. (Brooks) 4. Provide mini-assessments for 5th grades Science. (Scott-Smith) 5. Grades 4-5 will be assigned weekly Science vocabulary words. (Scott-Smith) 6. Students in grades 3-5 will attend Science Lab. (Scott-Smith) 7. Students will attend WIN ("What I Need") for grades 3-5 ELA and Math. 5th grade will attend WIN for Science. (Brooks, Scott-Smith) 8. Selected 5th grade student will attend after-school Science tutoring. (Scott-Smith) 9. We will resume the implementation of close reading strategies learned through the District Professional Learning Community training in all academic areas. (Brooks) <p>--Teachers will be provided with professional development throughout the</p>

year on close reading strategies

--The DPLC Site team members will relay new information learned at district training to their grade-level teams during PLCs. (Hankerson)

**Person
Responsible**

Kimberly Hankerson (kimberly.hankerson@ocps.net)

#2	
Title	Narrow Achievement Gaps
Rationale	By placing a priority on the MTSS process and establishing an understanding of expectations for implementation, the identification of students' needs will occur and can be addressed. In targeting the specific needs of our students, overall student achievement will increase.
State the measureable outcome the school plans to achieve	Currently, 58% of students in K-2 are performing on grade level according to ELA iReady End of year (EOY) Diagnostic. Also, students scoring proficient in FSA ELA is 42%. By strengthening and monitoring the effectiveness of ELA MTSS process, our percentage of students reading on grade level will increase to to 70% performing on grade level in K-2 according to iReady Diagnostic and 50% proficient on FSA ELA.
Person responsible for monitoring outcome	Kari Darr (kari.darr@ocps.net)
Evidence-based Strategy	Provide intensive instruction (Standards and Reading Instruction). This will be monitored through iReady diagnostic results.
Rationale for Evidence-based Strategy	Teachers match the intensity of instruction to the intensity of the student's learning. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Intervention materials specific to the needs of our students will be purchased and used during daily FBS time. (Hankerson) 2. A classroom walkthrough schedule to be developed to be executed during reading intervention and small ELA group times. (Darr) 3. Instructional coaches and administration will meet weekly to analyze ELA data to make instructional decisions about small group lessons and intervention groups. 4. As a Culturally Responsive School, we plan 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. 5. In response to ESSA outcomes regarding students of multi-racial ethnicity, we plan to monitor their academic growth and intervene as needed.
Person Responsible	Kari Darr (kari.darr@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

To address improving Social Emotional Learning (SEL) support we will do the following:
Teachers will attend the Trauma Informed Training
The Guidance Counselor will conduct Child Safety Matter sessions to all classes
The Guidance Counselor will pull small groups
The Dean will conduct restorative circles
The Dean will create a discipline flow chart to guide teachers

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 Schoolwide Improvement Plan 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

Riverside staff, SAC and PTA's goal is to foster nurturing and caring environment that strives for continued involvement which helps build better educational environment for students. All parties work together to promote a school community where teachers, students and parents feel welcome. PTA sponsors family oriented events throughout the year for families and staff members to join together in school-based events; such as, the Sweetheart Dance, Fitness Night and etc.

We also hold monthly workshops hosted by our Parent Engagement Liaison (PEL). These workshops are lead by classroom teachers and educate parents on various school centered items; for example, how to support your child with homework, literacy and etc. As a trauma-informed school, these workshops also include training our parents on what it means to be trauma-informed and about self-regulations and mindfulness.

Our school also provides a variety of opportunities for our parents to be involved or participate with their children in through activities such as: joining to PTA, Meet the teacher, Literacy Night, STEM Night and etc. 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 and Backyard Burger 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

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

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 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

N/A

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

1	III.A	Areas of Focus: Accelerate Student Performance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1251 - Riverside Elementary	General Fund		\$250.00
			<i>Notes: As part of the common planning process, grade levels will be provided a copy of the Common Core Companion for ELA and math.</i>			
2	III.A	Areas of Focus: Narrow Achievement Gaps				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1251 - Riverside Elementary	General Fund		\$1,500.00
			<i>Notes: These funds will be used to purchase reading, math, and science interactive notebooks for each teacher; and chart paper to create anchor charts to use with interactive notebooks.</i>			
					Total:	\$1,750.00