SCHOOL IMPROVEMENT PLAN
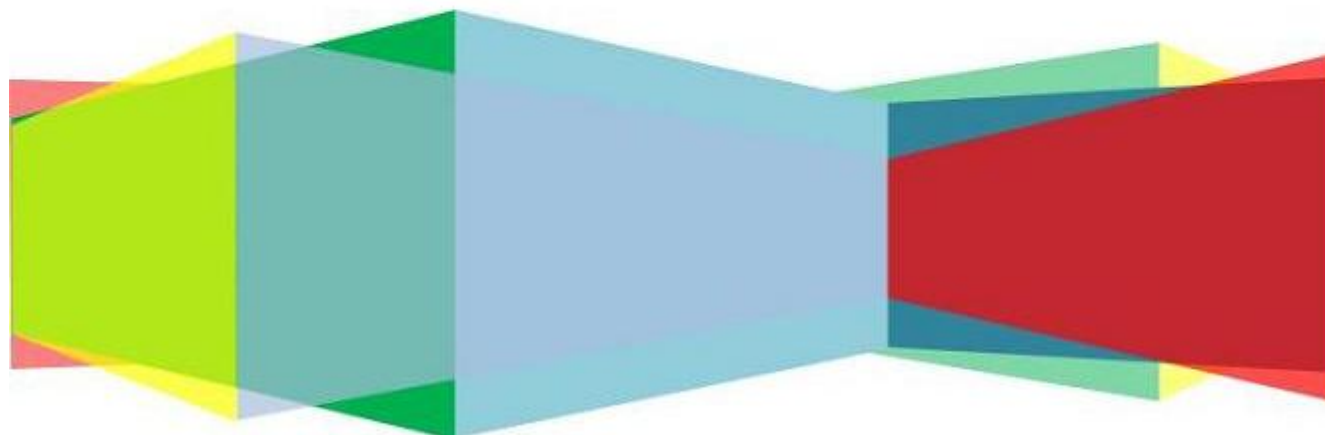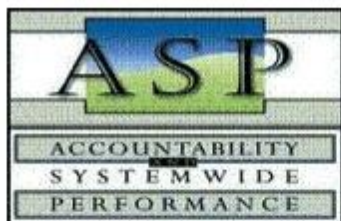## 2007 - 2008

Riverside Elementary School (4681)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Sharon López, Ed.D.

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Riverside Elementary Community School is located in the Little Havana area at 1190 SW 2nd Street in Miami, Florida. The grade configuration is pre-kindergarten through five. The student membership is one percent White/non-Hispanic, four percent Black/non-Hispanic, one percent Asian/Indian/Multicultural, and ninety-five percent Hispanic. Riverside Elementary Community School is a School of Choice with an emphasis on providing students with an Extended Foreign Language program. Differentiated instruction is implemented through the tutorial services provided during and after school so that students may receive additional opportunities to master skills and state benchmarks. Special Education and Gifted programs are also provided to support the student population.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction in the writing process based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by a one percent increase in the percentage of students meeting the state required mastery level.

Given instruction based on the Sunshine State Standards (SSS), students in grade five will improve their science skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given a school wide emphasis on parental support, parental involvement will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending school-related events and in-services during the 2007-2008 school year as documented in attendance logs when compared to the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve during the 2007-2008 school year when compared to the 2006-2007 school year as evidenced by the Executive Summary of the Miami-Dade County Public Schools Case Management System.

Given an emphasis on the use of technology in education, faculty and staff, students, and community members will augment their use of technology programs during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Accelerated Reader Schoolwide Summary Report.

Given instruction based on the M-DCPS mandated FITNESSGRAM, students in grades four through five will improve their physical fitness skills as evidenced by a three percentage point increase in the 2007-2008 Fitness Gram Test.

Given instruction using the Sunshine State Standards (SSS), students in all grade levels will improve their knowledge of Spanish as evidenced by a three percentage point increase in the number of students meeting mastery on the end-of-the-year Spanish Assessment.

Riverside Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 56th percentile to the 57th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are Business Results and Strategic Planning. The rationale for selecting these two areas is that stakeholders who feel that their ideas and concerns are important and valid are more apt to buy into organizational goals and partake in school-wide initiatives. If faculty and staff feel that they have input in the area of organizational decisions and they are aware of the financial status of the school, the programs will be more personalized and thus be considered more important to the stakeholders. In order to increase the implementation of staff contribution, the leadership team will implement several strategies. Strategy (1) Surveys will be conducted and faculty representatives will be encouraged to serve on committees to select schoolwide implementation of new programs and instructional tools. Strategy (2) Faculty members will be encouraged to participate in Educational Excellence School Advisory Council (EESAC) meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic
principles.

4681 - RIVERSIDE ELEMENTARY SCHOOL

VISION

The entire Riverside Elementary Community School family shares the same vision: "Children and Learning Come First." We strive to help children achieve both academically and socially. We aspire to instruct our students to reach mastery levels in all subject areas and guide them into becoming respectful, responsible, and educated members of society.

MISSION

We, the educators and staff of Riverside Elementary Community School, are dedicated to working cooperatively with our parents, community, and each other in order to develop independent, academically successful learners. We utilize a variety of assessments to design effective strategies and activities that assist our students in their mastery of reading, writing, mathematics, and science. Riverside Elementary Community School is implementing during and after school tutorial programs to address the specific needs of our lowest performing students.

CORE VALUES

Excellence
We strive to achieve the highest standards in academic achievement and social performance.

Integrity
We provide the foundation to develop honest, respectful, responsible, and educated members of
society.
Equity
We pursue academic equality for all of our students to achieve higher standards.
Citizenship
We value and respect the diversity of our community by working together in order to ensure the
success of all of our students in their educational goals. Our staff goes above and beyond to promote
citizenship and democratic values

School Demograhics

Riverside Elementary Community School is located in the Little Havana area at 1190 SW 2nd Street, Miami, Florida. The grade configuration is pre-kindergarten through fifth grade. The student membership is 96 percent Hispanic, two percent Black/non-Hispanic, one percent White/non-Hispanic, and one percent Asian/Indian/Multicultural. Student attendance is 95 percent. Ninety-five percent of the students participate in the free and reduced lunch program. The mobility index is 23. There are 927 students who participate in the English Speakers of Other Languages (ESOL) program. The ESOL population is composed of 66 students in Level 1, 136 students in Level 2, 121 students in Level 3, 142 students in Level 4, and 462 students in Level 5. There are 112 students who participate in the Special Education (SPED) program. The SPED population is comprised of 45 students who are categorized as special education students, 9 Educable Mentally Handicapped (EMH), 13 students with Varying Exceptionalities (VE), 23 Gifted students, 1 Orthopedically Impaired student, and 21 students in speech. More than 75 percent of our Students With Disabilities (SWD) participate in the inclusion model for their reading/language arts instruction. A school wide emphasis is placed on improving reading and mathematics skills through the use of technology programs such as Accelerated Reader, Riverdeep, Brain Child, Achieve 3000, Gizmos, and Learning Today. Riverside Elementary Community School also provides an extensive during and after school tutorial program.

Riverside Elementary Community School employs a total of 103 full-time staff members. Four administrators, a principal and three assistant principals serve as the instructional leaders of the school, of which 75 percent are categorized as Hispanic and 25 percent as Black/non-Hispanic. There are 73 teachers of which 70 percent are categorized as Hispanic, 15 percent as Black/non-Hispanic, and 15 percent as White/non-Hispanic. There are five Special Education program teachers of which 60 percent are categorized as White/non-Hispanic, 20 percent as Black/non-Hispanic, and 20 percent as Hispanic. Additional support staff includes 10 custodial service personnel, six clerical staff, two guidance counselors, one media specialist, one teacher aide, and one computer specialist. Our teachers actively refer students who require extensive redirection to the School Support Team (SST).
Riverside Elementary Community School provides our students with many social health services such as vision/hearing screening. Eye care and glasses are provided on an as-needed basis.

Riverside Elementary Community School's staff works with the community in helping to improve the lives of our children and their families. We provide the community with basic literacy and computer skills through our community school program classes. The school enjoys a collaborative relationship with various local universities. Interns from these educational institutions share the latest educational trends with our teachers and students. Supervising teachers reciprocate by providing training and mentoring to these interns.

The staff from Riverside Elementary Community School works closely with Jose de Diego Middle School's staff on articulation issues to ensure that our entering sixth graders are prepared with the background knowledge they need to be successful in middle school. Riverside Elementary Community School is pleased to partake in the Dade Partners Program. Members from our Dade Partners, such as the Kiwanis of Little Havana provide school supplies and book bags for our students each year.

Riverside Elementary Community School is represented as a freestanding, three-story building which contains 62 classrooms, administrative offices, a media center, a full service cafeteria / auditorium, and an underground parking garage. Our school has been wired to allow Internet access to all of our classrooms. The media center houses the Riverside Elementary Community School Television Studio (WRES) which serves as our inhouse closed-circuit television provider.

School Foundation

Leadership:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, with a score of 4.5, whereas, the weakest in that section was the administration asking the staff's opinion of the organization, item 1g, with a score of 3.9. Based on the aforementioned results, it is evident that the administration and the EESAC have collaboratively defined a vision and established goals for the improvement of student achievement. The administration and the EESAC will strive to ensure that the staff's perception of the organization improves.

District Strategic Planning Alignment:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest area of Strategic Planning was analyzing progress, item 2c, with a score of 4.2, whereas, the weakest in that section was the lack of staff input and ideas of the organizations future, item 2a, with a score of 3.9. The administration and the EESAC will ensure that staff ideas are included in all aspects of future planning.

Stakeholder Engagement:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest area of Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, with a score of 4.6, whereas, the weakest in that section was the staff's input in the decision making process, item 3e, with a score of 4.1. The administration and the EESAC will ensure that staff ideas are included in the decision making process.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Human Resource Focus was a safe workplace, item 5e, with a score of 4.2, whereas, the weakest in that section was the lack of staff's recognition for their work, item 5d, with a score of 4. The administration and the EESAC will ensure that staff is provided with a variety of measures that will recognize their work.

Data/Information/Knowledge Management:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Measurement, Analysis, and Knowledge Management was the ability to measure the quality of work, item 4a, with a score of 4.6, whereas, the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f, with a score of 4.2. The administration and the EESAC will ensure that staff is provided with opportunities to know how the organization is doing.

Education Design:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Process Management the collection of information about the quality of work, item 6b, with a score of 4.3, whereas, the weakest in that section was the staff's ability to acquire all the resources needed to do their job, item 6a, with a score of 4.1. The administration provides resources for staff to do their job and will continue to monitor and ensure that the staff receives appropriate resources.

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Business Results was work satisfaction, item 7a, with a score of 4.5, whereas, the weakest in that section was the staff's recognition of the organization's financial status, item 7c, with a score of 3.6. The administration and the EESAC have always shared all aspects of the budget with faculty and staff and will continue to do so for the school year.

Schools Graded 'C' or Below

Professional Development:

Riverside Elementary teachers will receive professional development training in the Houghton Mifflin Reading Program, Edusoft, and Teach Me Writing in order to support the Continuous Improvement Model. Additional professional development training in the Houghton Mifflin Reading will allow teachers to become more familiar with the program and provide strategies for differentiating instruction based on the elements of phonics, phonemic awareness, fluency, comprehension, and vocabulary. A review of the Edusoft Program will provide teachers with time saving data collection techniques. The data analysis that this program provides will allow teachers to monitor student achievement in order to offer students immediate feedback and assist the efforts of grouping students for differentiated instruction. Teach Me Writing training will offer teachers the support needed to implement this new writing program effectively while applying appropriate FCAT writing strategies.

In addition to the opening-of-school review training, we will continue to implement professional development trainings by our Reading Coaches. Creating Independence through Student owned Strategies (CRISS), Teacher-Led Centers in reading, Best Practices, Project Right Beginnings, Project Bear, Project Draw, Project Owl, Soar to Success, Early Success, Voyager Passport training, and FCAT parent/child workshop trainings will be offered to all teachers throughout the 2007-2008 school year.

Disaggregated Data :

Data from the FCAT will be analyzed and used to identify the lowest-performing students in need of individualized assistance. Students' strengths and weaknesses will be determined in order to guide teachers in the development of long-range instructional planning. In addition to using FCAT data, results from the District Interim Assessments in reading, mathematics, and science; results from teacher developed interim assessments in reading and mathematics; and results from the DIBELS will be used to conduct data analysis meetings. During these meetings, student achievement data is analyzed by the principal, reading coaches and the classroom teacher(s) to monitor student achievement, drive instruction, provide intensive interventions, and ultimately meet the needs of all students.

Informal and Formal Assessments:

The formal assessments to be used during the school year include the District Interim Assessments in reading, mathematics, and science as well as the district's pre-tests and post-tests in writing. The DIBELS assessment will be used to assess students in the areas of phonemic awareness, phonics, and fluency.

Informal assessments to be used during the school year include the teacher developed Riverside Interim Assessments, to be administered once each grading period. The school will continue to use benchmark tests to monitor achievement in reading, mathematics, writing, science, and social studies.

Alternative Instructional Delivery Methods :

According to results from various assessments, as well as recommendations from data analysis meetings, students will be placed in subgroups in order to receive immediate interventions. Tutoring will be provided in reading, mathematics, writing, and science in order to remediate deficiencies and increase student achievement.

Data analysis will also be used to identify students who have mastered skills in reading and mathematics and would benefit from enrichment activities. Those students will be provided with additional, more challenging tasks according to their individual needs.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	✔	✔	☐	✔

Reading Statement

Students at Riverside Elementary Community School will make annual learning gains sufficient to acquire the knowledge, skills and competencies to master state standards in the area of reading.

Needs Assessment

Results from the 2007 Florida Comprehensive Assessment Reading Test (FCAT) indicated that 58 percent of the students in grades three through five have met the state required mastery level. Seventy percent of the students have made annual learning gains and 64 percent of students scoring within the lowest 25 percent of the school population have made annual learning gains. Specifically, 43 percent of the third grade students, 45 percent of fourth grade students, and 59 percent of fifth grade students scored at the state required mastery level. The results of the 2007 FCAT Reading Test indicate that 56 percent of the third grade students demonstrated strength in the Words/Phrases Content Cluster and 53 percent in the Main Idea/Purpose and Comparisons Content Clusters respectively. Fifty percent of the third grade students demonstrated weakness in the Reference/Research Content Cluster. Fifty-six percent of the fourth grade students demonstrated strength in the Main Idea/Purpose Content Cluster and 53 percent in the Comparisons Content Cluster. Fifty percent of the fourth grade students demonstrated weakness in the Reference/Research Content Cluster and 40 percent in the Words/Phrases Content Cluster. Fifty-six percent of the fifth grade students demonstrated strength in the Words/Phrases and Comparisons Content Clusters respectively. Fifty-two percent of the fifth grade students demonstrated weakness in the Main Idea/Purpose Content Cluster and 50 percent in the Reference/Research Content Cluster. The 2007 Adequate Yearly Progress (AYP) Report indicates that the total population scored at 50 percent, the subgroups of English Language Learners (ELL) scored at 42 percent, Hispanics students scored at 50 percent and the Economically Disadvantaged students scored at 49 percent, thus not meeting the required 51 percent for Adequate Yearly Progress.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☐	☐	☐	☑	☐	☐	☑	☑	☐

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners in grades three through five will improve their reading skills as evidenced by 61 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor the Houghton Mifflin Reading Program through the District approved two-hour reading block using guided reading in grades kindergarten through fifth to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension skills.	PrincipalAssistant PrincipalReading CoachesClassroom TeacherReading Resource Teacher	08/20/07	6/05/08	Other/ Not Applicable	
Develop and implement long-range curriculum plans that align the SSS, the core reading program, content materials, and successful instructional strategies.	PrincipalAssistant PrincipalReading CoachesClassroom TeacherReading Resource Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify the students in all subgroups as delineated in AYP results scoring at Achievement Levels 1 and 2 in the FCAT Reading Test and implement small group intervention programs such as Early Success, Soar to Success, and Voyager Passport, through pull-out tutoring conducted by the highly qualified hourly personnel. Student groups will be monitored and updated by administrators according to DIBELS data, quarterly District's Interim Assessment Data, and bi-weekly and quarterly Benchmark Exam data.	PrincipalAssistant PrincipalReading CoachesClassroom TeacherReading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	40000
Provide small group instruction through after school services for students in all subgroups who scored Levels 1 or 2 in the FCAT Reading test in an effort to improve reading comprehension skills.	PrincipalAssistant PrincipalClassroom TeacherReading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize Learning Today with English Language Learners to emphasize basic reading skills.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	11500
Provide monthly FCAT parent/child workshops to disseminate educational strategies and hands-on materials that parents can use at home with their children. Workshops will be organized by the Reading Leadership team.	PrincipalAssistant PrincipalReading CoachesClassroom TeacherReading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Implement professional development activities that include, but are not limited to information about successful research-based strategies to improve the delivery of instructional lessons.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	
Provide site-based professional development conducted by the reading coaches as well as district sponsored professional development.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	

Research-Based Programs

Riverside Elementary will use the following research-based programs: Houghton Mifflin Reading, Miami-Dade County edition, Early Success, Soar to Success, Voyager Passport, and Elements of Reading: Vocabulary.

Professional Development

Riverside Elementary will provide the following professional development activities: Houghton Mifflin Reading Program Training, Creating Independence Through Student Owned Strategies (CRISS), Differentiated Instruction training, Best Practices, Project Right Beginnings, Project Bear, Project Draw, Project Owl, Edusoft training, Soar to Success, Early Success, Voyager Passport training, and FCAT parent/child workshops.

Evaluation

Riverside Elementary will evaluate student achievement on the 2008 FCAT SSS Reading Test, District Interim Assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS)assessments, and Edusoft reports from bi-weekly and quarterly school administered student assessments in reading.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	✔	✔	☐	✔

Mathematics Statement

Students at Riverside Elementary Community School will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicate that 58 percent of the students in grades three through five have met the state required mastery level. Fifty-nine percent of the students have made annual learning gains and 71 percent of students scoring within the lowest 25 percent of the school population have made annual learning gains. Specifically, 66 percent of third grade students, 55 percent of fourth grade students, and 54 percent of fifth grade students scored at the state required mastery level. The results of the 2007 FCAT Mathematics Test indicate that 67 of the third grade students demonstrated strength in the Number Sense Content Cluster, 63 percent in the Measurement Content Cluster, and 57 percent in the Geometry and Data Analysis Content Clusters respectively. Fifty percent of the third grade students demonstrated weakness in the Algebraic Thinking Content Cluster. Sixty-three percent of the fourth grade students demonstrated strength in the Measurement Content Cluster, 57 percent in the Geometry Content Cluster, and 55 percent in the Number Sense Content Cluster. Forty-three percent of the fourth grade students demonstrated weakness in the Algebraic Thinking and Data Analysis Content Clusters respectively. Fifty-four percent of the fifth grade students demonstrated strength in the Geometry Content Cluster. Forty-six percent of the fifth grade students demonstrated weakness in the Number Sense Content Cluster, 45 percent in the Measurement Content Cluster, 41 percent in the Data Analysis Content Cluster, and 36 percent in the Algebraic Thinking Content Cluster. The 2007 Adequate Yearly Progress (AYP) Report indicates that the total population scored at 50 percent. The subgroups of English Language Learners (ELL) scored at 46 percent, Hispanic students at 50 percent, and the Economically Disadvantaged students scoring at 50 percent, thus not meeting the required 56 percent for Adequate Yearly Progress. However, the total population, the Hispanic subgroup, and the Economically Disadvantaged subgroup demonstrated that more than 56 percent of the students were "on track" to be proficient using the AYP growth model.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☐	☐	☐	☑	☐	☐	☑	☑	☐

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners in grades three through five will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and provide independent hands-on activities in mathematics centers during the math block to reinforce and re-teach strategies and offer enrichment to meet students' individual needs.	PrincipalAssistant PrincipalClassroom TeacherMathematics Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	
Utilize math tutorial and/or supplemental computer programs during the mathematics block to reinforce skills and assess and monitor student achievement and mastery levels.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	11500
Provide small group instruction in grades kindergarten through fifth with hands-on materials and activities to provide immediate feedback for students.	PrincipalAssistant PrincipalClassroom TeacherMathematics Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Identify the students in all subgroups as delineated in AYP results scoring at Achievement Levels 1 and 2 in the FCAT Mathematics Test and implement a pull-out tutoring program conducted by the highly qualified hourly personnel. Student groups will be monitored and updated by administrators according to District Interim Assessment Data, and bi-weekly and quarterly Benchmark Exam data.	PrincipalAssistant PrincipalClassroom TeacherMathematics Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	40000
Provide small group instruction through after school tutorial programs for students in all subgroups who scored Levels 1 or 2 in the FCAT Mathematics test in an effort to improve mathematics skills.	PrincipalAssistant PrincipalClassroom TeacherMathematics Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide monthly FCAT parent/child workshops to disseminate educational strategies and hands-on materials that parents can use at home with their children. Workshops will be organized by the Mathematics Leadership team.	PrincipalAssistant PrincipalClassroom TeacherMathematics Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	
Conduct weekly grade level meetings to discuss, plan, and implement data-driven instruction based on results of formal or informal assessments.	Principal Assistant PrincipalClassroom TeacherMath Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide students in grades kindergarten through fifth with performance-based activities, incorporating the use of manipulatives, problem-solving, and critical thinking skills in order to enhance students' understanding of the benchmarks taught.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	

Research-Based Programs

Riverside Elementary will use the following research-based program: Scott Foresman Mathematics Program.

Professional Development

Riverside Elementary will provide the following professional development activities: Title II Teacher Development, Project S.M.I.L.E., Hands-on Mathematics, Riverdeep Training, FCAT Explorer Training, and Edusoft Training.

Evaluation

Riverside Elementary will evaluate student achievement on the 2008 FCAT SSS Mathematics Test, District Interim Assessments, and Edusoft reports from bi-weekly and quarterly school administered student assessments in mathematics.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	✔	✔	☐	✔

Writing Statement

Students at Riverside Elementary Community School will make annual learning gains sufficient to acquire the knowledge skills and competencies to master state standards in the area of writing.

Needs Assessment

Results of the 2007 FCAT Writing + Test indicate that 90 percent of the students in grade four are meeting state standards in writing. The 2007 Adequate Yearly Progress (AYP) report indicates that all subgroups met the AYP requirements with overall school achievement being 94 percent and showing an increase of four percentage points from the 90 percent meeting high standards in 2006.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction in the writing process based on the Sunshine State Standards (SSS), students in grade four will improve their writing skills as evidenced by a one percent increase in the percentage of students meeting the state required mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and monitor students with both expository and narrative writing prompts to reinforce the writing process.	PrincipalAssistant Principal Classroom TeacherReading CoachesWriting Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Promote opportunities for students to participate in writing for enjoyment by writing, illustrating, and publishing computer-generated writing pieces through the school-wide writing contests.	PrincipalAssistant Principal Writing Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide whole class demonstration lessons for students in grades two through five.	PrincipalAssistant Principal Classroom TeacherReading CoachesWriting Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Identify students in all subgroups scoring below Achievement Level 3 on the District FCAT Writing pre-test and provide writing interventions to meet students' needs.	PrincipalAssistant Principal Classroom TeacherReading CoachesWriting Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	30000
Administer and utilize the data from the District FCAT Writing pre-test and post-test to assess students' progress in grades one through five.	PrincipalAssistant Principal Reading CoachesWriting Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Plan and implement the Teach Me Writing program for students in kindergarten through fifth grade.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	13500

Research-Based Programs

Riverside Elementary will use the following research-based programs: Write Traits, McGraw Hill Vocabulary, and Teach Me Writing.

Professional Development

Riverside Elementary will provide the following professional development activities: Write Traits, Holistic Scoring, Teach Me Writing, and In-school writing process.

Evaluation

Riverside Elementary will evaluate student achievement on the 2008 FCAT SSS Writing + Test, District pre-test and post-test, and Monthly Writing Prompts.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
✔	✔	✔	☐	✔

Science Statement

Students at Riverside Elementary Community School will make annual learning gains sufficient to acquire the knowledge, skills, and competencies to master state standards in the area of science.

Needs Assessment

Results from the 2007 FCAT Science Test indicate that 24 percent of students in grade five met the state required mastery level. The results indicate that 50 percent of the fifth grade students demonstrated strength in the Physical and Chemical Science Content Cluster. Forty-two percent of the students demonstrated weakness in the Life and Environmental Science and Scientific Thinking Content Clusters respectively. Forty percent of the students also demonstrated weakness in the Earth and Space Content Cluster.

Miami-Dade County Public Schools

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade five will improve their science skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct hands-on activities in a school-based science laboratory setting using simple instruments to apply the scientific method.	PrincipalAssistant PrincipalClassroom TeacherScience Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	
Emphasize the ongoing cross-curricular utilization of the scientific method as a problem solving tool applicable to all grade levels and culminating with a school-wide science fair.	PrincipalAssistant PrincipalClassroom TeacherScience Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	
Conduct laboratory experiments in the science laboratory that directly reflect and reinforce the science curriculum presented in the classroom.	PrincipalAssistant PrincipalClassroom TeacherScience Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize technology and equipment in the classroom to enhance students' acquisition of science skills.	PrincipalAssistant PrincipalClassroom TeacherScience Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	5000
Develop and implement long-range curriculum plans that align the Sunshine State Standards, the core text, content materials, and successful instructional strategies.	PrincipalAssistant PrincipalClassroom TeacherScience Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide professional development on the components of the newly adopted science series for grades kindergarten through fifth.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	1000
Increase student participation in a school-wide science fair to provide a medium for student exhibition.	Principal, Assistant Principal, Reading Coaches, Classroom Teacher, Reading Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	

Research-Based Programs

Riverside Elementary will use the following research-based programs: Scott Foresman Science, and FOSS Kits.

Professional Development

Riverside Elementary will provide the following professional development activities: Title II Teacher Development, Project S.M.I.L.E., FOSS Kits, and Science Lab.

Evaluation

Riverside Elementary will evaluate student achievement on the 2008 FCAT SSS Science Test, District Interim Assessments, and Edusoft reports from bi-weekly and quarterly school administered student assessments in science.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

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☐	☑	☑	☐	☐

Parental Involvement Statement

Parents at Riverside Elementary Community School will increase their participation in school-related activities.

Needs Assessment

Results of the Parental Involvement Monthly School report from the 2006–2007 school year indicate a 1.3 percent increase in the attendance of parents in school activities. Based on the results of the attendance from the Parents Advisory Council, the percentage of persons attending increased by 200 percent in the 2006-2007 school year. According to the school attendance records, a minimum of 1,033 parents have students attending our school. Of these parents, only 78 parents were present in the 2006-2007 school year at the Parent Advisory Council meetings.

School Improvement Plan
2007-2008

Measurable Objective

Given a school wide emphasis on parental support, parental involvement will be promoted and supported as evidenced by an increase of two percentage points in the number of parents attending school-related events and in-services during the 2007-2008 school year as documented in attendance logs when compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide monthly parent meetings for grades pre-kindergarten through fifth focusing on academics, social skills, and other school matters.	PrincipalAssistant PrincipalParent Academy Coordinator	08/20/07	06/05/08	Other/ Not Applicable	0
Continue to promote "Family Nights" with activities geared to specific grade levels in order to increase parental membership and participation in the Parent Teacher Association (PTA).	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Continue implementing the Family Literacy Program and The Parent Academy for parents of students in grades pre-kindergarten through second.	PrincipalAssistant PrincipalCommunity Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	5500
Provide additional assistance to the parents regarding school related issues through the Parent Information Center.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Based on the results of the responses by parents in the School Climate Survey, additional resources will be provided by the school to meet these needs.	PrincipalAssistant PrincipalPTA BoardClassroom TeachersCommunity Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Riverside Elementary will use the following research-based program: Families Building Better Readers.

Professional Development

Riverside Elementary will provide professional development training for teachers and parents on how to conduct a successful parent-teacher conferences, and training on Families Building Better Readers.

Evaluation

Riverside Elementary will evaluate parental involvement by keeping records of the attendance logs at each activity and compared them to the 2006-2007 school year attendance logs.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

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☑	☑	☑	☑	☐

Discipline & Safety Statement

The Faculty at Riverside Elementary Community School will cooperatively reduce the number of suspensions.

Needs Assessment

The 2006-2007 discipline report indicates that the outdoor suspension rate of students in grades kindergarten through five was two percent.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve during the 2007-2008 school year when compared to the 2006-2007 school year as evidenced by the Executive Summary of the Miami-Dade County Public Schools Case Management System.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish an incentive program for positive cafeteria behavior.	Principal Assistant PrincipalClassroom TeachersSecurity Monitors	08/20/07	06/05/08	Other/ Not Applicable	11000
Organize a safety committee that will convene to discuss and implement strategies for a safe learning environment.	Principal Assistant PrincipalClassroom TeachersSecurity Monitors	08/20/07	06/05/08	Other/ Not Applicable	0
Implement and monitor the Correcting My Behavior Center using a detention system to reinforce school rules.	Principal Assistant PrincipalClassroom TeachersSecurity Monitors	08/20/07	06/05/08	Other/ Not Applicable	0
Develop and implement a discipline plan that defines the rules and consequences for the school.	Principal Assistant PrincipalClassroom TeachersSecurity Monitors	08/20/07	06/05/08	Other/ Not Applicable	0
Organize a discipline committee that will convene to discuss strategies for students with excessive discipline problems.	Principal Assistant PrincipalClassroom TeachersSecurity Monitors	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Code of Ethics
Classroom management workshop

Evaluation

Incident Reports
Student Case Management Referral Forms
Record of Suspensions

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☐	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☐	☐

Technology Statement

The faculty and staff, students, and community members of Riverside Elementary Community School will increase the use of technology.

Needs Assessment

Results of the 2006 STaR survey indicates that seventy-eight percent of faculty and staff, students, and community members do not actively participate in the use of technology.

Measurable Objective

Given an emphasis on the use of technology in education, faculty and staff, students, and community members will augment their use of technology programs during the 2007-2008 school year as compared to the 2006-2007 school year as evidenced by the Accelerated Reader Schoolwide Summary Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with opportunities to utilize computer-assisted programs such as Accelerated Reader, Riverdeep, and FCAT Explorer.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	5000
Establish and monitor the implementation of data-driven instruction according to the results of Edusoft district-developed tests and bi-weekly school generated tests.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Develop and implement long-range curriculum plans in reading and mathematics that align the Sunshine State Standards, the core reading program, content materials and successful technology based instructional strategies.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide instruction in the use of technology to community members through the Riverside Elementary Community School.	Principal Assistant PrincipalComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Mathematics and Reading Tests, and implement during school technology based tutorial programs to address their specific needs.	PrincipalAssistant PrincipalClassroom TeacherComputer Resource Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide training to teachers and staff members on the Learn Lab on-line program.	PrincipalAssistant PrincipalComputer Resource TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Riverdeep

Professional Development

Edusoft Training
Riverdeep, Accelerated Reader, & FCAT Explorer training
Electronic GradeBook Training
Atomic Learning

Evaluation

Accelerated Reader Reports
FCAT Explorer Reports
EDUSOFT Reports

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☐	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☐	☐	☑

Health & Physical Fitness Statement

Students at Riverside Elementary Community School in grades four and five will improve their level of physical fitness and develop habits that promote overall wellness.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM indicate that fifty-six percent of the students in grades four through five did not meet the district required standards.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM, students in grades four through five will improve their physical fitness skills as evidenced by a three percentage point increase in the 2007-2008 Fitness Gram Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify current levels of physical fitness by administering a fitness screening that will provide a baseline measure.	PrincipalAssistant PrincipalPhysical Education Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Provide incremental practice sessions of tested skills on the Fitness Gram.	PrincipalAssistant PrincipalPhysical Education Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Conduct cardio-vascular activities to prepare students for Fitness Gram skills such as the Mile Run.	PrincipalAssistant PrincipalPhysical Education Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Conduct on-going lessons focusing on nutrition and good exercise habits as evidenced in lesson plans and homelearning.	PrincipalAssistant PrincipalPhysical Education Teacher	08/20/07	06/05/08	Other/ Not Applicable	3000

Research-Based Programs

Not Applicable

Professional Development

Physical Education workshop trainings for coaches
District provided Physical Education trainings

Evaluation

FITNESSGRAM Assessment

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	☐	✔

Electives & Special Areas Statement

Students at Riverside Elementary Community School will gain exposure to a wide range of activities in the school environment and participate in foreign language as part of the whole curriculum.

Needs Assessment

Results of the 2006-2007 Spanish Post Test indicate that twenty-one percent of the students achieved proficiency in Spanish standards.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in all grade levels will improve their knowledge of Spanish as evidenced by a three percentage point increase in the number of students meeting mastery on the end-of-the-year Spanish Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement long range curriculum plans that align the Sunshine State Standards, the basal, content materials, and successful instructional strategies.	Principal Assistant PrincipalSpanish TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Administer and utilize the data from the school pre and post Spanish Assessment to assess students' progress in grades K-5.	Principal Assistant PrincipalSpanish TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Promote opportunities for students to participate in Spanish writing for enjoyment by writing, illustrating, and publishing computer-generated writing pieces through county-wide contests.	Principal Assistant PrincipalSpanish TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Enrich student achievement by participation in the school Spanish Club.	Principal Assistant PrincipalSpanish TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	1000
Increase the Extended Foreign Language (EFL) program size to include grades Kindergarten to fifth grade.	Principal Assistant PrincipalSpanish TeacherClassroom Teacher	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Lectura

Professional Development

Extended Foreign Language (EFL) Professional Development
Houghton Mifflin Professional Development

Evaluation

School wide Spanish Pre- and Post- Assessment

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☑	☐

Return On Investment Statement

Riverside Elementary Community School will improve its ranking on the State of Florida Return On Investment (ROI) index publication.

Needs Assessment

Results of the 2006-2007 ROI index indicate that Riverside Elementary Community School ranked in the 56th percentile on the State of Florida ROI index.

Measurable Objective

Riverside Elementary Community School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 56th percentile to the 57th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the percentage of students with learning gains in Reading and Mathematics.	PrincipalAssistant Principal Reading CoachesClassroom TeachersResource Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Re-evaluate and re-direct existing resources to enhance the instructional program.	PrincipalAssistant Principals	08/20/07	06/05/08	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	PrincipalAssitant Principals	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2007-2008 ROI index publication

EESAC Compliance

YES	NO	
☑	☐	*The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.*

Budget:

The EESAC recommended a review of the 2007-2008 EESAC budget. In collaboration with the administration, the EESAC will assess the needs of the school to develop a spending plan.

Training:

The EESAC recommended staff training in the following areas: reading, mathematics, writing, science and technology.

Instructional Materials:

The EESAC recommended working with teachers and administration in the selection process of instructional materials for classroom use.

Technology:

The EESAC recommended that our technology facilitator assess the technology needs of the school and make equipment and software purchases to enhance our technology curriculum program(s).

Staffing:

The EESAC recommended that it be informed of all recommendations related to instructional staff.

Student Support Services:

The EESAC recommended that it be informed of all programs related to student support services.

Other Matters of Resource Allocation:

The EESAC recommended that it be notified of available resources such as personnel, fiscal, and materials and be given the opportunity to make suggestions regarding allocations.

Benchmarking:

The EESAC recommended that, in collaboration with the administration, they review and analyze data from our school wide benchmark testing results and make curriculum recommendations.

School Safety & Discipline:

The EESAC recommended that it be involved in the decision making process related to school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	51500
Mathematics	51500
Writing	43500
Science	6000
Parental Involvement	5500
Discipline & Safety	11000
Technology	5000
Health & Physical Fitness	3000
Electives & Special Areas	1000
Return On Investment	0
Total	178000

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

_____

Principal

_____

EESAC Chair

_____

UTD Steward

_____

EESAC Parent Representative

_____

EESAC Business/Community Representative

_____

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

_____

Region Superintendent