
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4681 - Riverside Elementary School

FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Sharon Lopez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Riverside Elementary School

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, five percent African-American/non-Hispanic, one percent Asian/Indian/Multicultural, and 93 percent Hispanic. Riverside Elementary 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 using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by a three percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction in the writing process using 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 using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score on the 2006 FCAT Science Test.

Given a school wide emphasis on parental involvement, parenting skills 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 2005-2006 school year as documented in attendance logs when compared to the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a one percentage point decrease in the number of outdoor suspensions during the 2005-2006 school year when compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, faculty and staff, students, and community members will augment their use of technology programs as evidenced by an increase of three percentage points on the STaR survey during the 2005-2006 school year as compared to the 2004-2005 school year.

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 2005-2006 Fitness Gram Test.

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

Riverside Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 48th percentile to the 50th 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. Specifically, there is concern in reference to the following two strategies: "As it plans for the future, my organization asks for my ideas," and "I know how well my organization is doing financially." 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 in" to 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 school wide implementation of new programs and instructional tools. Strategy (2) Faculty members will be encouraged to participate in 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.

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 Demographics

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 five. The student membership is one percent White/non-Hispanic, five percent African-American/non-Hispanic, one percent Asian/Indian/Multicultural, and 93 percent Hispanic. Student attendance is 95 percent. Ninety-seven percent of the students participate in the free and reduced lunch program. The mobility index is 31 percent. There are 1019 students who participate in the English for Speakers of Other Languages (ESOL) program. The ESOL population is composed of 160 students in Level 1, 131 students in Level 2, 132 in Level 3, 161 in Level 4 and 435 in Level 5. There are 102 students who participate in the Exceptional Student Education (ESE) program. The ESE population is comprised of 59 Learning Disabled (LD) students, 8 Educable Mentally Handicapped (EMH), 10 Language Impaired, 15 Speech Impaired, 3 Developmentally Delayed, 1 Trainable Mentally Handicapped (TMH), 2 Visually Impaired, 1 Orthopedically Impaired, 5 Other Health Impaired, 22 Gifted Students, and 25 students in speech. More than 75 percent of our Students with Disabilities participate in the inclusion model for their reading / language arts instruction.

A school emphasis is placed on improving reading and mathematics skills through the use of computerized programs such as Accelerated Reader, Fast Forward, Read 180, Riverdeep, Brain Child, and Learning Today. Riverside Elementary Community School also provides an extensive tutoring program during and after school.

Riverside Elementary Community School employs a total of 97 full-time and 41 part-time staff members. Riverside Elementary Community School has 28 teachers with advanced degrees. 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. 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 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, two-story building which contains 62 classrooms, administrative offices, a media center, a full service cafeteria, and covered parking garage. Our school has been wired to allow Internet access to all of our classrooms. The media center houses our "WRES Television Studio," which serves as our inhouse closed-circuit television provider.

School Foundation

Leadership:

The Leadership Team promotes a positive learning culture, provides an effective instructional program and maximizes the use of resources in an instructional organization to promote a safe, efficient, and effective learning environment.

District Strategic Planning Alignment:

The employees of Riverside Elementary Community School collaboratively developed the goals and objectives of the school based on the District Strategic Plan for 2005-2006.

Stakeholder Engagement:

The customers of Riverside Elementary Community School agreed that they have a voice in the operations of the school in the areas of the instructional program, parental involvement, and school safety.

Faculty & Staff:

Teacher Mentoring Programs: Riverside Elementary Community School follows the policies and procedures of the District's Professional Assessment and Comprehensive Evaluation System (PACES). At the beginning of each school year, all beginning teachers participate in the District's orientation program. The Riverside Elementary Community School's mentoring program matches first year teachers with veteran teachers in their grade level. The mentors guide and support the beginning teachers through their first professional year of teaching. First year teachers are provided opportunities to visit with their mentors.

These visits allow first year teachers to observe and analyze lessons, witness student-teacher performance, and share best practices for student achievement. Additional assistance to new teachers is provided through the modeling of lessons and mentoring supplied by the Reading Coaches. Curriculum Support Specialists from the Division of Language Arts/Reading, Division of Bilingual Services, and the Division of Mathematics and Science provide support and inservice training.

Data/Information/Knowledge Management:

Using student performance data, Riverside Elementary Community School acknowledges the effectiveness of its instructional program, coupled with the efficiency of its employees, in their related positions as it is manifested throughout the school functions.

Education Design:

Extended Learning Opportunities:

1. Riverside Elementary Community School, through the funding of The Heat Academy, the 21st Century Grant and the Front Porch Grant, provides daily after school tutoring from 3:00 - 5:00 p.m. Students are provided assistance in reading, mathematics, science, and writing. Students in all subgroups, including Students With Disabilities (SWD) and Limited English Proficient (LEP) students, are targeted for the after school tutorial program.

2. During the school day, Riverside Elementary Community School provides pull-out technology- based tutorials to students in grades three through five who scored in the lowest thirty-five percent to help them achieve the gains needed to progress to the next FCAT performance level. The pull-out program runs Monday through Friday beginning in September. A team of resource teachers conduct these tutorials in the areas of reading, writing, and mathematics. The Spanish teachers are also servicing low performing students through individual tutoring sessions in reading. A science laboratory is being used to provide the hands-on activities and experiments that correlate to the science curriculum in fourth and fifth grades.

School-wide Improvement Model:

The research-based school improvement model at Riverside Elementary Community School is the 8-Step Continuous Improvement Model (CIM). This model is a data-driven, results-oriented improvement model which was successfully implemented by the Brazensport School District in Texas. At the beginning of each school year, student data are collected and analyzed in order to identify low performing students and prioritize the needs of our students. Members of the curriculum planning team, including administrators, curriculum leaders, and teachers, create long-range plans by grade level in the areas of reading/language arts, mathematics, and science. Weekly grade level planning sessions allow for teachers to then target and focus instruction based on the needs in their classroom. Lessons are presented to students through whole group and/or small group instruction. The Houghton Mifflin reading program is incorporated into the reading/language arts block. Instruction is enhanced through the use of our resource teachers who pull-out students and provide tutorials in the areas of reading, writing, and mathematics. Science is also enhanced through the use of the science laboratory. Assessments are conducted on a bi-weekly and quarterly basis to re-direct instruction as needed. The curriculum is constantly being monitored through classroom visitations by administrators and curriculum leaders.

Performance Results:

In review of the results of the Organizational Performance Improvement survey, faculty and staff are in agreement with all of the categories. The faculty and staff of Riverside Elementary Community School has collectively decided to decrease the percentage of students serving outdoor suspensions.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 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 of the 2005 Florida Comprehensive Assessment Test (FCAT) Reading Test indicate that sixty percent of the students in grades three through five have met the State required mastery level, sixty-nine percent of the students have made annual learning gains, and fifty-eight percent of students scoring within the lowest twenty-five percent of the school population have made annual learning gains. Specifically, forty-five percent of third grade students, fifty percent of fourth grade students, and forty-nine percent of fifth grade students scored at the state required mastery level. The 2005 Adequate Yearly Progress (AYP) Report indicates that the total population scored at fifty percent, the subgroups of Limited English Proficient (LEP) students scored at thirty-nine percent, Hispanic students scored at fifty percent, the Economically Disadvantaged students scored at fifty percent, and the Students with Disabilities (SWD) scored at eighteen percent, thus making adequate yearly progress according to the No Child Left Behind (NCLB) requirements.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their reading skills as evidenced by a three percentage point increase in the percentage of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, and implement during and after school tutorial programs to address their specific needs.	Principal Assistant Principal Reading Coaches Classroom Teacher Reading Resource Teacher	8/8/2005	5/24/2006
Develop and implement long-range curriculum plans that align the SSS, the core reading program, content materials, and successful instructional strategies.	Principal Assistant Principal Reading Coaches Classroom Teacher Reading Resource Teacher	8/8/2005	5/24/2006
Provide students in all subgroups as identified by the NCLB with opportunities to utilize computer assisted programs such as Accelerated Reader, Riverdeep, Read 180, and Learning Today.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	8/8/2005	5/24/2006
Implement and monitor the District approved two hour reading block using the Houghton Mifflin Reading Program and guided reading in kindergarten through fifth grade to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension skills.	Principal Assistant Principal Reading Coaches Classroom Teacher Reading Resource Teacher	8/8/2005	5/24/2006
Provide and monitor interventions for students in the lower 25 percent, LEP Students, and SWD through the implementation of critical thinking strategies.	Principal Assistant Principal Reading Coaches Classroom Teacher Reading Resource Teacher	8/8/2005	5/24/2006
Implement strategies and instruction driven by data obtained from DIBELS, SRUSS, and Benchmark Tests utilizing Edusoft technology assessment results.	Principal Assistant Principal Classroom Teacher Reading Resource Teacher	8/8/2005	5/24/2006

Research-Based Programs

Read 180
Houghton Mifflin Reading Program
Soar to Success
Early Success
Voyager

Professional Development

Houghton Mifflin Reading Program Training
Creating Independence through Student-owned Strategies (CRISS)
Guided Reading Training
Best Practices in Reading
Project Bear
Project Right Beginnings
Project DRAW
Project OWL
Edusoft Training
Inclusion Training
Soar to Success Training
Early Success Training
Voyager Training

Evaluation

DIBELS
SRUSS
Houghton Mifflin Themed Skills Test
Accelerated Reader
2006 Reading FCAT Test

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 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 of the 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics Test indicate that fifty-eight percent of the students in grades three through five met the State required mastery level, and sixty-nine percent of the students made annual learning gains. Specifically fifty-four percent of third grade students, fifty-one percent of fourth grade students, and thirty-seven percent of fifth grade students scored at the State required mastery level. The 2005 AYP Report indicates that the total population scored at fifty percent, the subgroups of LEP students scored at forty-six percent, Hispanic students scored at fifty-percent, Economically Disadvantaged students scored at fifty percent, and the SWD students scored at twenty percent, thus making adequate yearly progress according to the NCLB requirements.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by a three percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish and monitor the implementation of data-driven instruction according to the results of district-developed interim assessments and bi-weekly school generated tests.	Principal Assistant Principal Classroom Teacher Mathematics Resource Teacher	8/8/2005	5/24/2006
Establish and monitor the implementation of long-range curriculum plans to ensure that the instruction of Sunshine State Standards benchmarks will be completed.	Principal Assistant Principal Classroom Teacher Mathematics Resource Teacher	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, and critical thinking skills to enhance students' understanding.	Principal Assistant Principal Classroom Teacher Mathematics Resource Teacher	8/8/2005	5/24/2006
Utilize technology with all students in grades three through five, using instructional materials such as FCAT Explorer and Riverdeep Mathematics to address the mathematics deficiencies of students with on-going assessments and evaluation of progress.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	8/8/2005	5/24/2006
Utilize Science and Math Integrated with Literary Experiences (S.M.I.L.E.) strategies to improve instruction in mathematics.	Principal Assistant Principal Classroom Teacher Mathematics Resource Teacher	8/8/2005	5/24/2006
Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test and at Stanine 1, 2 or 3 on the SAT-10, and implement during and after school tutorial programs to address their specific needs.	Principal Assistant Principal Classroom Teacher Mathematics Resource Teacher	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman Mathematics Program

Professional Development

Title II Teacher Development

Project S.M.I.L.E.

Hands-on Mathematics

Edusoft Training

Riverdeep Training

FCAT Explorer Training

Evaluation

2006 FCAT Mathematics Test

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 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 2005 FCAT Writing test indicate that eighty-four percent of the students in grade four achieved proficiency as per the NCLB Adequate Yearly Progress report and improved their performance in writing by one percentage point. Scores on the 2005 FCAT Narrative Writing Test indicate that twenty percent of students in grade four have scored a 3.0 or below. Scores on the 2005 FCAT Expository Writing Test indicate that twenty-one percent of students in grade four have scored a 3.0 or below.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction in the writing process using 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote opportunities for students to participate in writing for enjoyment by writing, illustrating, and publishing writing pieces through the school-wide writing contests.	Principal Assistant Principal Classroom Teacher Reading Coaches Writing Resource Teacher	10/03/2005	05/01/2006
Identify students in all subgroups scoring below an Achievement Level 3 on the District FCAT Writing Pre Test and provide writing interventions to meet their needs.	Principal Assistant Principal Reading Coaches Writing Resource Teacher	08/08/2005	05/24/2006
Provide whole class demonstration lessons for students in grades two through four.	Principal Assistant Principal Writing Resource Teacher	08/08/2005	05/24/2006
Administer and utilize the data from the District Pre and Post FCAT Writing Test to assess students' progress in grades one through five.	Principal Assistant Principal Classroom Teacher Reading Coaches Writing Resource Teacher	08/08/2005	05/24/2006
Provide and monitor students with both expository and narrative writing prompts to reinforce the writing process.	Principal Assistant Principal Classroom Teacher Reading Coaches Writing Resource Teacher	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin English
Write Traits
McGraw Hill Vocabulary
Houghton Mifflin Reading

Professional Development

Write Traits Training

Holistic Scoring

Writing Process

Houghton Mifflin Training

Evaluation

FCAT Writing + Test

District Pre/Post Test

Monthly Writing Prompts

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 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 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 258, a difference of 28 mean points from the district mean scale score of 286. The scores indicated that the students in grade five are weakest in the Earth and Space Science Strand and the Scientific Thinking Strand. The strongest strands are Life and Environmental Science and Physical and Chemical Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by an increase in the mean scale score to meet or exceed the district mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct hands-on activities in a school-based science laboratory setting using simple instruments to apply the scientific method.	Principal Assistant Principal Classroom Teacher Science Resource Teacher	8/8/2005	5/24/2006
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.	Principal Assistant Principal Classroom Teacher Science Resource Teacher	08/08/2005	05/24/2006
Conduct laboratory experiments that directly reflect and reinforce the science curriculum presented in the classroom in the science laboratory.	Principal Assistant Principal Classroom Teacher Science Resource Teacher	08/08/2005	05/24/2006
Utilize technology and equipment in the classroom to enhance students' acquisition of science skills.	Principal Assistant Principal Classroom Teacher Science Resource Teacher	08/08/2005	05/24/2006
Develop and implement long-range curriculum plans that align the Sunshine State Standards, the basal, content materials, and successful instructional strategies.	Principal Assistant Principal Classroom Teacher Science Resource Teacher	08/08/2005	05/24/2006

Research-Based Programs

Mc-Graw Hill Science Florida Edition
FOSS Kits

Professional Development

Title II Teacher Development
Project S.M.I.L.E.
FOSS Kits

Evaluation

School Generated Science Benchmark Assessment Tests
2006 FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

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

Needs Assessment

The 2004-2005 Parental Involvement rosters indicate that twenty percent of the parents in our school were active in the various parental involvement activities.

Measurable Objective

Given a school wide emphasis on parental involvement, parenting skills 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 2005-2006 school year as documented in attendance logs when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly parent meetings for grades Pre Kindergarten through fifth grade, focusing on academics, social skills, and other school matters.	Principal Assistant Principal Reading Coaches Classroom Teachers	08/08/2005	05/24/2006
Promote Family Literacy Night with activities geared to specific grade levels.	Principal Assistant Principal Reading Coaches Classroom Teachers	08/08/2005	05/24/2006
Continue implementation of Family Literacy Program and The Parent Academy for parents of students in grades Pre Kindergarten through second.	Principal Assistant Principal Parent Academy Coordinator	08/08/2005	05/24/2006
Provide additional assistance to the parents regarding school related issues through the Parent Information Center.	Principal Assistant Principal Community Involvement Specialist	08/08/2005	05/24/2006
Increase parental membership in Parent Teacher Association (PTA) by ten percent from the 2004-2005 school year by organizing a PTA membership drive.	Principal Assistant Principal PTA Board Classroom Teachers Community Involvement Specialist	08/08/2005	05/24/2006

Research-Based Programs

National P.T.A. Standards

Professional Development

Not Applicable

Evaluation

Parental Involvement will be documented through attendance logs at each activity and compared with attendance logs from the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

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

Needs Assessment

The 2004-2005 discipline report indicates that three percent of students in grades kindergarten through five served out of school suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a one percentage point decrease in the number of outdoor suspensions during the 2005-2006 school year when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Organize a discipline committee that will convene to discuss strategies for students with excessive discipline problems.	Principal Assistant Principal Classroom Teachers Security Monitors	08/08/2005	05/24/2006
Develop and implement a discipline plan that defines the rules and consequences for the school.	Principal Assistant Principal Classroom Teachers Security Monitors	08/08/2005	05/24/2006
Implement and monitor the Correcting My Behavior Center using a detention system to reinforce school rules.	Principal Assistant Principal Classroom Teachers Security Monitors	08/08/2005	05/24/2006
Organize a safety committee that will convene to discuss and implement strategies for a safe learning environment.	Principal Assistant Principal Classroom Teachers Security Monitors	08/08/2005	05/24/2006
Establish an incentive program for positive cafeteria behavior.	Principal Assistant Principal Classroom Teachers Security Monitors	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Code of Ethics

Classroom management workshop

Evaluation

Incident Reports

Student Case Management Referral Forms

Record of Suspensions

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 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 2004 STaR school profiles indicate that forty-three 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 as evidenced by an increase of three percentage points on the STaR survey during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with opportunities to utilize computer-assisted programs such as Accelerated Reader, Riverdeep, and FCAT Explorer.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	08/08/2005	05/24/2006
Establish and monitor the implementation of data-driven instruction according to the results of Edusoft district-developed tests and bi-weekly school generated tests.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	08/08/2005	05/24/2006
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.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	08/08/2005	05/24/2006
Provide training to teachers and staff members on the Atomic Learning software.	Principal Assistant Principal Computer Resource Teacher Classroom Teacher	10/01/2005	05/25/2006
Provide instruction in the use of technology to community members through the Riverside Elementary Community School.	Principal Assistant Principal Computer Resource Teacher	08/08/2005	05/24/2006
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.	Principal Assistant Principal Classroom Teacher Computer Resource Teacher	08/08/2005	05/24/2006

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

Teacher Sign-In Logs

Parent Sign-In Logs

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 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 2004-2005 FITNESSGRAM indicate that sixty-two percent of the students in grades four through five did not meet the district required standards and will improve their physical fitness.

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 2005-2006 Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify current levels of physical fitness by administering a fitness screening that will provide a baseline measure.	Principal Assistant Principal Physical Education Teacher	08/08/2005	05/24/2006
Provide incremental practice sessions of tested skills on the Fitness Gram.	Principal Assistant Principal Physical Education Teacher	08/08/2005	05/24/2006
Conduct on-going lessons focusing on nutrition and good exercise habits as evidenced in lesson plans.	Principal Assistant Principal Physical Education Teacher	08/08/2005	05/24/2006
Conduct cardio-vascular activities to prepare students for Fitness Gram skills such as the Mile Run.	Principal Assistant Principal Physical Education Teacher	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Physical Education workshop trainings

Evaluation

FITNESSGRAM Assessment

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 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 2005 Spanish Post Test indicate that fifteen percent of the students achieved proficiency in Spanish standards.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement long range curriculum plans that align the Sunshine State Standards, the basal, content materials, and successful instructional strategies.	Principal Assistant Principal Spanish Teacher Classroom Teacher	08/08/2005	05/24/2006
Administer and utilize the data from the school pre and post Spanish Assessment to assess students' progress in grades K-5.	Principal Assistant Principal Spanish Teacher Classroom Teacher	08/08/2005	05/24/2006
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 Principal Spanish Teacher Classroom Teacher	08/08/2005	05/24/2006
Enrich student achievement by participation in the after school Spanish Club.	Principal Assistant Principal Spanish Teacher Classroom Teacher	08/08/2005	05/24/2006
Increase the Extended Foreign Language (EFL) program size to include grades Kindergarten to fifth grade.	Principal Assistant Principal Spanish Teacher Classroom Teacher	08/08/2005	05/24/2006

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 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 2003-2004 ROI index indicate that Riverside Elementary Community School ranked in the 48th percentile on the State of Florida ROI index.

Measurable Objective

Riverside Elementary Community School will improve its ranking on the State of Florida ROI index publication from the 48th percentile to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the percentage of students with learning gains in Reading and Mathematics.	Principal Assistant Principal Reading Coaches Classroom Teachers Resource Teachers	08/08/2005	05/24/2006
Collaborate with the district on resource allocations.	Principal Assitant Principals	08/08/2005	05/24/2006
Re-evaluate and re-direct existing resources to enhance the instructional program.	Principal Assistant Principals	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2004-2005 ROI index publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>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.</i>

Budget:

The EESAC recommended a review of the 2005-2006 EESAC budget. In collaboration with the administration, the EESAC will assess the needs of the school to develop a spending plan.

Training:

The 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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