



Date Submitted:

Dates of Revisions:

School Name: Riverside Elementary School

School Performance Plan

20 12 - 20 13

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [], will primarily be used for parent communication .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Marline Van Dyke Principal</p> <p>Michael Creel SAC Chair</p>	<p>Legend</p> <p>AICE: Advance International Certificate of Education AP: Advanced Placement AYP: Adequate Yearly Progress CCS: Common Core Standards DA: Differentiated Accountability DEA: Discovery Education Assessment ED: Economically Disadvantaged ELL: English Language Learners ESE: Exceptional Student Education FAIR: Florida Assessment for Instruction of Reading FCAT: Florida Comprehensive Assessment Test IB: International Baccalaureate IEP: Individualized Education Plan IPDP: Individualized Professional Development Plan NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind PDSP: Professional Development Site Plan PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test) PLAN: Progress Monitoring Plan PMP: Progress Monitoring System POC: Plan of Care PPP: Pupil Progression Plan Rtl: Response to Intervention SAC: School Advisory Council SAI: Supplemental Academic Instruction SAT 10: Stanford Achievement Test SESAT: Stanford Early School Achievement Test SINI: Schools in Need of Improvement SPP/SIP: School Performance Plan; School Improvement Plan SWD: Students with Disabilities VE: Varying Exceptionalities</p>
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School Profile 2012- 2013

School Profile:

(Narrative)

Riverside Elementary School is a Title I school located adjacent to Shoal River Middle School allowing opportunities to exchange resources between schools. With a population exceeding 900 students, we have an Assistant Principal and a Guidance Counselor that enables more interaction with staff, students, and parents. According to our climate survey, Riverside is a well maintained school where parents feel welcomed and academics are the number one priority. Our parents indicated a desire to see the position of a Media Specialist reinstated and our budget was realigned to accommodate that request. Our teachers emphasize differentiated instruction through the implementation of the Differentiated Instructional Block (DIB) tailored to student needs. We have a blend of team teaching and self-contained classrooms in order to meet the depth of instruction required by the Common Core State Standards (CCSS). Future plans include the development of an ecology awareness program in the nearby wetlands. Our classrooms feature new technologies which include data projectors, document cameras, electronic whiteboards, and classroom sets of Renaissance Learning NEOs. We also have a state of the art Computer Lab and two iPad mobile labs. Our Music program includes voice and instrument instruction to include piano keyboarding, violins, guitars, and recorders during and after the school day. The Physical Education program has expanded to include two P.E. coaches and continues to make its emphasis on the physical wellbeing of students and staff members. Our student P.E. curriculum includes aerobic dance instruction, activity stations, and a multitude of materials that promote good health. Our Media Center is staffed by a Media Specialist and has wireless network capabilities allowing for school wide professional development. Summer reading hours are provided for our students to prevent summer regression and to make reading accessible to all students. We have a state of the art Television and Editing facility allowing students to create, operate, and produce programs. Our security camera system provides the upmost safety of our children and staff.

Student Demographics

Riverside is in a semi-rural community with 949 students in Kindergarten through fifth grade with 56% of the students classified as free or reduced lunch; 42% non-white with 17% black, 4% Hispanic, 19% multi-racial, 2% Asian; and 15% are classified as students with disabilities.

School Profile 2012- 2013

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Riverside	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)	2	
Reading Instructors/Recruitment: (Secondary)	10 Teachers with reading certification/endorsement	0 Teachers working towards reading certification/ endorsement

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 69%.
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 60%.
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least 60%.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>																												
<p>Reading All Students: Percent Scoring 3 and above (from FLDOE FCAT)</p> <table border="1"> <tr> <td>Read</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>3rd</td> <td>82</td> <td>68</td> <td>61</td> </tr> <tr> <td>4th</td> <td>87</td> <td>56</td> <td>75</td> </tr> <tr> <td>5th</td> <td>74</td> <td>76</td> <td>64</td> </tr> </table> <table border="1"> <tr> <td>Read</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>% meeting high standards</td> <td>87</td> <td>80</td> <td>67</td> </tr> <tr> <td>% learning gains</td> <td>64</td> <td>55</td> <td>71</td> </tr> </table>	Read	10	11	12	3rd	82	68	61	4th	87	56	75	5th	74	76	64	Read	10	11	12	% meeting high standards	87	80	67	% learning gains	64	55	71	<p>All Students:</p> <ul style="list-style-type: none"> Data Teams/PLC-Pre and Post Assessments (DEA Probes) to establish fluid differentiated groups can be formulated during common planning time. Feedback Strategy observed via administrative walk-throughs Lesson Study will focus on revision, based on the application of observation results. Differentiated Instructional Block will be driven by RtI documentation to include anecdotal notes and graphing of student progress. Enrichment and gifted services will be provided in this block. The DIB is a 45 minute, school wide additional instructional reading block. There will be a quarterly adjustment of 	<p>Subs - Lead Data Teams (14 half day x 4) \$2,300</p> <p>-Lesson Study (half day x2) \$10,000</p> <p>-Americorp \$3,550</p> <p>-Funds for library books \$5000</p> <p>-</p>	<p>PDSP Focus:</p> <ul style="list-style-type: none"> Cultural Awareness Tour for teachers Data Teams/Nicole Law(K,M,P,R,F.L) (July/August) Differentiated Instructional Block(K,M,P,R,F.L) (August) Lesson Study (K,M,P,R,F) Departmentalization/Team Building(K,M,P,R,F) (August) Microteaching(K, M, P, R, F) (September) Effective Feedback 	<ul style="list-style-type: none"> School and Class Newsletters Marquee District & School Website Report Cards/Progress Reports Grades Online Parent Organization SAC Adopt-A-Classroom Parent-Teacher Conferences
Read	10	11	12																													
3rd	82	68	61																													
4th	87	56	75																													
5th	74	76	64																													
Read	10	11	12																													
% meeting high standards	87	80	67																													
% learning gains	64	55	71																													

% lowest 25% making learning gains	49	46	67	<p>groupings.</p> <ul style="list-style-type: none"> With teacher guidance all students will read and comprehend complex literary and informational texts independently and proficiently as evidenced by DEA scores. 2nd – 5th grade teachers will focus on text dependent questioning through read alouds, and close reads. All teachers will use informational text to engage students in a close read/CIS process in a given time frame. Text Complexity will be addressed in Kindergarten and First grades through read-aloud selections. The Technology Teacher will provide technology instruction to students and teachers to enhance reading instruction. The Media Specialist will support literacy through selection of reading materials and support teachers, parents and students. The Media Specialist will teach students to become good digital citizens in the appropriate use of digital literacy, research skills, and information-seeking skills. The Literacy Coach will provide professional development during early release days and model best practices in the classroom. She will also facilitate lesson studies and data teams and maintain existing observation classrooms and add an additional observation classroom. 	<ul style="list-style-type: none"> -Renaissance Place (\$11,000) -Education City and Study Island \$6800 -Ink cartridges (\$10,000, paper) -Copier Agreements -Data Team Training (Nicole Law \$3100) -Larry Bell training \$1200 -After school tutoring and transportation POCBudget -Emerald Coast Science Night \$500 -ConnectEd (\$900) -Recognition/Awards (ex AR and AM awards) \$1000 -Projector bulbs (estimate of 40 @ \$206 each) - 	<ul style="list-style-type: none"> (K,M,P,R,F) (September) CCSS Training /CPALMS (October)(K,M,P,R, F.L) Text Complexity/CIS (K,M,P,R,F) (January) Unpacking CCSS/Activities Guides (August, December, March, May)(K,M,P,R,F) Larry Bell PD – UNRAVEL July (K, M, P,R) Poverty Simulation (November)(K,M,P, R) 	<ul style="list-style-type: none"> Open House Curriculum Nights Book Fair Parent Grade-Level Meetings Student Planners Title I Compact Parent Automated Callout Volunteers & Mentors Luncheon School Scoops Honors Assemblies Music Programs Oval Art Summer Reading Hours Summer Reading List Climate Survey Story Time Pajama Night/Title I Annual Meeting
Read	10	11	12				
% Black	69	69	69				
% SWD	64	n/a	n/a				
% SES	70	70	70				

	<p>ESE and Rtl Students/Levels I & 2:</p> <ul style="list-style-type: none"> • Additional services will be provided by the following: • Americorp • Title I Teacher • Title I Classroom Assistant • In-School Tutors • After-School Tutors • ELL Interpreter • Two ESE Teachers • Two ESE Assistants • Speech and Language Pathologist • Summer Intensive studies provided to K-2 students with a failing grade in Reading; and 3-5 students with Level I in Reading on FCAT • Take-home materials provided to students at risk of retention <p>Students Not Making Learning Gains (42%):</p> <ul style="list-style-type: none"> • Identify students in this group by analyzing last years' data • Identify areas in need of improvement • Record cause and effect data <p>Black Population</p> <ul style="list-style-type: none"> • Relative cultural mentors • Providing classroom libraries that include rich cultural texts • Black History awareness is observed during Black History Month. • Multicultural guest speakers for International Literacy Day <p>SES</p> <ul style="list-style-type: none"> • Provide SES afterschool tutoring • Multicultural guest speakers for International Literacy Day 	<p>Observation Classroom \$500</p> <p>-Parent Make and Take Training materials \$500</p>		
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School:	School Focus: Math
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.

Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 62%.
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least 60%.
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least 60%.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	<ul style="list-style-type: none"> Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small> 																																
<table border="1"> <tr><td>Math</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>3rd</td><td>86</td><td>67</td><td>58</td></tr> <tr><td>4th</td><td>79</td><td>74</td><td>69</td></tr> <tr><td>5th</td><td>63</td><td>61</td><td>53</td></tr> </table> <table border="1"> <tr><td>Math</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>% meeting high standards</td><td>80</td><td>87</td><td>62</td></tr> <tr><td>% learning gains</td><td>57</td><td>72</td><td>64</td></tr> <tr><td>% lowest 25% making learning gains</td><td>45</td><td>65</td><td>56</td></tr> </table>	Math	10	11	12	3rd	86	67	58	4th	79	74	69	5th	63	61	53	Math	10	11	12	% meeting high standards	80	87	62	% learning gains	57	72	64	% lowest 25% making learning gains	45	65	56	<p>All Students:</p> <ul style="list-style-type: none"> Feedback Strategy observed via administrative walk-throughs Lesson Study will be measured through teacher reflections and group discussions. <p>All Students:</p> <ul style="list-style-type: none"> Feedback Strategy observed via administrative walk-throughs All teachers will allocate 60 minutes of math instruction per day. Student assessment data will be used to drive instruction and identify student strengths and target areas of concern to determine student progress. Strategies will include spiral review, H.O.T. (higher order thinking) 	<ul style="list-style-type: none"> Data team Training (Nicole Law \$3,100) Larry Bell training \$1,200. POC funds after school tutoring and transportation Renaissance Place (\$11,000) Education City (\$6,800) Ink cartridges and paper (\$10,000) 	<p>PDSP Focus:</p> <ul style="list-style-type: none"> Spiral Teaching (October)(K,M,P,R,F) Math Talk (October)(K,M,P,R,F) See Reading <p>Objective/other:</p>	<ul style="list-style-type: none"> School and Class Newsletters Marquee District & School Website Report Cards/Progress Reports Grades Online Parent Organization SAC Adopt-A-Classroom Parent-Teacher Conferences
Math	10	11	12																																	
3rd	86	67	58																																	
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	<p>response items to include short and extended responses to math problems to demonstrate the process for a given math problem. The CCSS will be integrated in 2nd through 5th grade along with the NGSSS to determine progress and mastery of the standards. CCSS is fully integrated in kindergarten and 1st grade. The teachers will use the curriculum guides for math instruction. Math stations and math groups will be aligned with the CCSS eight essential math practices. Teachers will utilize the UNRAAVEL strategies (Larry Bell) to improve students understanding of math concepts.</p> <ul style="list-style-type: none"> • Students will use a variety of vocabulary building activities to increase their ability to understand math questions. Students will be involved in helping create word walls and anchor charts that will be displayed in classrooms for future reference. • In Kindergarten, instructional time will focus on two critical areas: representing, relating, and operating on whole numbers, initially with sets of objects; describing shapes and space. • In 1st grade, instructional time will focus on four critical areas: understanding addition, subtraction, whole numbers, linear measurement, and geometric shapes. • In 2nd grade instructional time will focus on understanding base-ten notation, fluency with addition and 	<ul style="list-style-type: none"> • In school tutoring \$7,000 		<ul style="list-style-type: none"> • Open House • Curriculum Nights • Parent Grade-Level Meetings • Student Planners • Title I Compact • Parent Automated Callout • Volunteers & Mentors Luncheon • School Scoops • Honors Assemblies • Oval Art • Climate Survey
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	<p>subtraction, standard units of measure, describing and analyzing shapes.</p> <ul style="list-style-type: none"> In 3rd grade instructional time will focus on understanding of multiplication, division, fractions, arrays, area, describing and analyzing two-dimensional shapes. In 4th grade instructional time will focus on fluency with multi-digit multiplication, division to find quotients involving multi-digit dividends, fraction equivalence, addition and subtraction of fractions with like denominators, multiplication of fractions by whole numbers, classifying geometric figures based on shape, sides, and angle. In 5th grade instructional time will focus on fluency with addition and subtraction of fractions, develop an understanding of multiplication and division of fractions, developing fluency with whole number and decimal operations, and an understanding of volume. Math tutor will work with students who are in tier 2 RTI. After school math tutoring will be offered to P.O.C. and select struggling students. The Technology Teacher will provide technology instruction to students and teachers to enhance math instruction. The Media Specialist will support math through selection of reading materials and support teachers, 	<ul style="list-style-type: none"> Data Team Training (Nicole Law \$3100) Larry Bell training \$1200 After school tutoring and transportation P.O.C. funds Renaissance Place (\$11,000) Education City \$6800 Ink cartridges (\$10,000, paper 		
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	<p>parents and students. The Media Specialist will teach students to become good digital citizens in the appropriate use of digital literacy, research skills, and information-seeking skills.</p> <ul style="list-style-type: none"> • Accelerated Math goals will be set for all students • Math Fluency • Math Talks • Spiral Teaching daily <p>ESE and Rtl Students/Levels I & 2:</p> <ul style="list-style-type: none"> • Additional services will be provided by the following: • Americorp • Title I Teacher • Title I Classroom Assistant • In-School Tutors • After-School Tutors • ELL Interpreter • Two ESE Teachers • Two ESE Assistants • Summer Intensive studies provided to 1st and 2nd grade students with a failing grade in Math; and 3-5 students with Level I in Math on FCAT • Take-home materials provided to students at risk of retention <p>Students Not Making Learning Gains (42%):</p> <ul style="list-style-type: none"> • Identify students in this group by analyzing last years' data • Identify areas in need of improvement • Record cause and effect data <p>Black Population</p> <ul style="list-style-type: none"> • Relative cultural mentors • Providing classroom libraries that include rich cultural texts 			
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	<ul style="list-style-type: none"> • Black History awareness is observed during Black History Month. • Multicultural guest speakers for International Literacy Day <p>SES</p> <ul style="list-style-type: none"> • Provide SES afterschool tutoring • Multicultural guest speakers for International Literacy Day 			
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School: Riverside	School Focus: Writing
District Goal:	Students shall demonstrate writing proficiency at or above expected grade level.

Objective	The percentage of 4 th grade students scoring 4.0 and above on FCAT Writing will be at least 76%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
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Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>								
<table border="1"> <tr> <td>Writing</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>4th</td> <td>94</td> <td>98</td> <td>74</td> </tr> </table> <p>Scoring 3 and above</p>	Writing	10	11	12	4th	94	98	74	<ul style="list-style-type: none"> After reading informational text the teacher will guide the student through informational writing through Comprehension Instructional Sequence and complex text units in grades 3-5. Teachers will exchange monthly writing prompts for scoring. Once monthly prompts have been scored the teacher will give the students specific feedback in order for the students to effectively edit and revise their writing. Teachers will model the appropriate way to write an opinion or claim with justification or support. Teaching grammar through writing K-2 will focus on writing CCSS with an emphasis on opinion pieces. Teachers will incorporate writing across the curriculum to include an emphasis on utilization of the proper writing processes to include grammar, spelling, and mechanics. <p>Black Population</p> <ul style="list-style-type: none"> Relative cultural mentors Providing classroom libraries that 	<ul style="list-style-type: none"> Funds for library books \$5000 Ink cartridges (\$10,000, paper) Book binder and supplies \$2,000. 	<p>PDSP Focus</p> <ul style="list-style-type: none"> CCSS The writing committee will meet to establish effective scoring techniques consistent across the grade level. 	<ul style="list-style-type: none"> School and Class Newsletters Marquee District & School Website Report Cards/Progress Reports Grades Online Parent Organization SAC Adopt-A-Classroom Parent-Teacher Conferences Open House Curriculum Nights Parent Grade-Level Meetings Student Planners
Writing	10	11	12									
4th	94	98	74									

	<p>include rich cultural texts</p> <ul style="list-style-type: none"> • Black History awareness is observed during Black History Month. • Multicultural guest speakers for International Literacy Day <p>SES</p> <ul style="list-style-type: none"> • Provide SES afterschool tutoring • Multicultural guest speakers for International Literacy Day 			<ul style="list-style-type: none"> • Title I Compact • Parent Automated Callout • Volunteers & Mentors Luncheon • School Scoops • Honors Assemblies • Oval Art • Climate Survey
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

School: Riverside	School Focus: Science
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.

Objective S-1 (Grades 5, 8)	The percentage of 5 th grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least 61%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %%. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>								
<table border="1"> <tr> <td>Science</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>5th</td> <td>52</td> <td>61</td> <td>59</td> </tr> </table>	Science	10	11	12	5th	52	61	59	<ul style="list-style-type: none"> All students will read and comprehend complex literary and informational texts independently and proficiently as evidenced by DEA scores. Text Complexity will be addressed in Kindergarten and First grades through read-aloud selections. Students will use a variety of vocabulary building activities to increase their understanding of Science concepts. Students will be involved in helping create word walls and anchor charts that will be displayed in classrooms for future reference. Students will use writing to clarify and explain their understanding of given Science concepts. K-2nd teachers will incorporate close reading in their Science lessons. 3rd – 5th grade teachers are incorporating CIS lessons in Science, to include writing. 	<ul style="list-style-type: none"> Funds for library books \$5000 Education City \$6800 Larry Bell training \$1200 Science Boards \$300.00 Emerald Coast Science Night \$500 	<p>PDSP Focus:</p> <ul style="list-style-type: none"> CCSS See Reading <p>Objective/other:</p>	<p>The Emerald Coast Science Center Hands-on Experiments and Science Fair Night</p>
Science	10	11	12									
5th	52	61	59									

	<ul style="list-style-type: none"> • All fourth and fifth grade students will use text complexity strategies to increase knowledge and understanding of the Scientific Method. • K-3 will produce class science fair projects. • 4th and 5th will produce individual or small team (2-3 students) science fair projects.] <p>Black Population</p> <ul style="list-style-type: none"> • Relative cultural mentors • Providing classroom libraries that include rich cultural texts • Black History awareness is observed during Black History Month. • Multicultural guest speakers for International Literacy Day <p>SES</p> <ul style="list-style-type: none"> • Provide SES afterschool tutoring • Multicultural guest speakers for International Literacy Day 			
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School:		School Focus: College Readiness/Academic Acceleration
School Objective:		

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
			PDSP Focus: Objective/other:	

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

Title I Schools

School: Riverside

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>[All teachers are highly qualified.]</p>	<p>[Professional Development activities on Early Release Days and scheduled workshops during the school day in order for teachers to maintain their highly qualified status]</p> <p>Peer/mentor teachers are assigned to new teachers (both new to district, school, and grade level).</p> <p>Provide Literacy Observation classrooms and Digital Educator classrooms.</p>	<p>[Our feeder PreK is Southside Center which has three preschool programs. One program is a full day VPK and the second program is a half day VPK. The third program is PreK Disabilities. These VPK students and Headstart VPK students visit Kindergarten classrooms at Riverside Elementary School in the spring each year. An Open House is held prior to the start of school for parents and students to familiarize themselves with Riverside Elementary.]</p>

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SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations

- Differentiated Instructional Block (Daily DIB Time=45 minute reading through the content block)
- Accelerated Reading and Math Programs available to all students at individual levels

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Differentiated Instructional Block (Daily DIB Time=45 minute reading through the content block)
- We currently in the process of transitioning to Common Core State Standards

GOAL 3: OCSD will ensure conditions are in place which optimizes learning for all students.

- Differentiated Instructional Block (Daily DIB Time=45 minute reading through the content block)
- Positive Behavior Plan is in place throughout the school
- Math and Science Nights
- Field trips
- Title I tutoring

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Mentors for students
- Volunteer Program
- Adopt a Classroom
- Climate Survey

