The School District of Lee County

River Hall Elementary School

2015-16 School Improvement Plan

River Hall Elementary School

2800 RIVER HALL PKWY, Alva, FL 33920

http://rhe.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The goal or mission of River Hall Elementary is to provide a safe, secure, environment that ensures the development of the whole child. Through successful experiences, all children will grow academically, socially, emotionally, physically, and creatively.

Provide the school's vision statement

The vision of River Hall Elementary is to educate all students to their fullest potential so they may become productive members of society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Open House, a quality survey asking for parental feedback regarding their students' educational needs was sent home. Parents were asked to fill this out and send back.
Kindergarten hosts family events - Muffins for Moms and Donuts for Dads - for families to build partnerships.
River Hall Elementary has a Family Resource Center that provides opportunities for families to establish a love and value of lifelong reading between parents and children.
The school holds All Pro Dad and i-MOM breakfasts every other month that invites parents and students to come and share family time together and build quality relationships. This is sponsored by the PBS team at the school.
River Hall participates in the Books, Badges, and BAM program through Books-a-Million.

Describe how the school creates an environment where students feel safe and respected before, during and after school

River Hall holds grade level assemblies to practice and reinforce the school expectations to maintain a safe school environment.
River Hall participates in the Positive Behavior Support program.
Students are recognized as Student of the Month and "Do the Right Thing" for exceptional behavior.
The school has a safety patrol team that helps to keep students safe around the school before and after school.
The fifth grade students participate in the DARE program with Inspector Emerson.
The school will have fifth grade student ambassadors who are role models and have exhibited good citizenship.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

River Hall Elementary participates in the Positive Behavior Support program. Students are rewarded Bobcat Bucks for displaying positive behavior. There are quarterly celebrations and special events for students that display proper behavior. Through the program protocol has been established for handling behavior issues in the school that include a pre-referral, a reflection den (to create an action

plan to correct behavior), and a step of procedures for teachers to follow. Kindergarten through second grade use a color clip/step system. Third through fifth grade use The Book, which is a behavior management system. Class Dojo is a program that teachers use in the classroom for management.

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

River Hall has a Giving Tree at Christmas time, and donations of Thanksgiving dinners to families of economic need. The school also participates in Laces of Love, and an eye glass and vision screening program. There is also a uniform closet for students that have a need for school clothes.
The school has a team of support for students who have social-emotional needs that include a guidance counselor, and a mentoring program through PBS.
Riverdale High School students in the IB program come once a week to mentor students.
River Hall Elementary has the president of Learning for Life, Tina Pegler, come out to the school to present lessons on bullying and character education,.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

River Hall uses the following early warning indicators:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	38	22	17	18	23	10	128
One or more suspensions	17	27	20	18	25	24	131
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	42	42	38	122

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	4	10	13	8	40

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

River Hall Elementary uses the RTI component and Reteaching component of Reading Street. My Sidewalks intervention is used with grades K-3. Great Leaps program is used with K-5. First grade uses Making Words by Patricia Cunningham. Compass Learning is used by all grades. FCRR centers are used K-5. Fast Math and Rocket Math are programs used for math fluency.

Resource teachers are used for small group instruction and intervention time based on student need. Specials area teachers are being utilized to push into classrooms to help with small group instruction. There is a Super Star tutoring program after school that targeted students performing below grade level. There are also Saturday learning sessions held for extra support and practice.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The parental involvement activities River Hall will offer during the 2015-2016 school year will include the following; All Pro Dads, Family Involvement Center, Curriculum nights, Math night, Science and Inventors Fair, Muffins for Moms, Doughnuts for Dad, ESOL night.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We participate in the Salvation Army can food drive and 100 Acts of Kindness animal food drive. Winn-Dixie provides donations for many family and school events. During Read Across America, Publix will have the mascot come out to the school, and provided coloring books and crayons for the students. Chik-fil-A comes out with a mascot and provides coupons to students to entice more family participation with our Family Rsource Center. A math night will be held at Winn-Dixie. There will be a Home Depot / Lowe's night.

The Family Resource Center provides opportunities for families to receive books.

The school participates in the All Pro Dad and iMOM programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Vickery, Elizabeth	Assistant Principal
Riley, Dan	Instructional Coach
Baxley, Mary	Teacher, K-12
Riley, Heather	Instructional Coach
Feeney, Sharon	Teacher, ESE

Duties

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

MTSS Resource Teacher/ Member of Guidance Team is the MTSS facilitator:.
Schedule and attend MTSS team meetings, Maintain log of all students involved int the MTSS process, send out parent invitations, complete necessary MTSS forms.
Principal/Assistant Principal:
Facilitate implementation of the MTSS problem-solving process; provide or coordinate valuable and continuous professional development; assign paraprofessionals to support MTSS when possible; attend MTSS team meetings to be active in the MTSS change process; conduct classroom Walk-Throughs to monitor fidelity.
District Specialist:
Consult with MTSS Team
Provide staff trainings
School Psychologist:
Reading Specialist;
Attend MtSS Team meetings; train teachers in interventions, progress monitoring and differenttiated instruction; implement supplemental and intensive interventions; keep progress monitoring notes and anecdotals of interventions implemented, administer screenings, collect school-wide data for team to use in determining at-risk students.
Attend MTSS Team meetings; monitor data collection process for fidelity; review and interpret progress monitoring data; collaborate with MTSS Team on effective instruction & specific interventions; incorporate MTSS data when guiding a possible ESE referral and when making elegibility decisions.
ESO/ELL Representative:
Attend all MTSS Team meetings for identified ELL students, advising and competing LEP paperwork; conduct language screenings and assessments; provide Ell interventions at all tiers.
Classroom Teacher;
Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at the end of each school year of if transferring/withdrawing; attend MTSS team meeitngs to collaborate on and monitor students who are struggling; implement interventions designed by MTSS Team for students recieving supplemental and intensive supports; deliver instruction with fidelity.
Speed/Language Pathologist:
Attend MTSS Meetings for sudents receiving supplemental and intensive supports; completes Communication Skills screening for unsuccessful students with Tier 2 interventions; assist with supplemental and intensive interventions through collaborations, trainings, or direct student contact; incorporate MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

River Hall examined the academic groups: lowest 25%, ESE, students in MTSS process and distributed our allocations according. River Hall conducted a data review of 2012-2013 scores and AMO's; in addition RHE conducted a needs assessment to align our stategies with our needs. Monitoring of our MTSS and SIP structures will be done through PLC's, quarterly data meeitngs and ESOL review meetings,

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

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Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are

not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with

managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Career and Technical Education
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Job Training
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Misti Gonzalez-President	Parent
Eric Sonnet-DAC	Business/Community
Linda Bryant-DAC Alt.	Business/Community
Scott LeMaster	Principal
Donna Johnston	Teacher
Courtney Delaney	Parent
Kelly Delaney	Parent
Carla Durrand	Business/Community
Donna Sonnet	Education Support Employee
Denise Prospero	Parent
Alioska Riambau	Education Support Employee
Maria Hunt	Teacher
Casandra Cleary	Teacher
Allen Humfleet	Business/Community
Rebecca Silcox	Parent
Delvia Rodriguez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At September's meeting we will evaluate last year's School Improvement Plan and note changes made in this year's School Improvement Plan to increase student achievement.

Development of this school improvement plan

Plan was worked on by the School Leadership Team. Presentation of Plan will occur at September 23 Title 1/SAC meeting.

Preparation of the school's annual budget and plan

We brought Parent Involvement Plan and School Improvement Budget to SAC for approval. Based on requests we found a need for opportunities for non-English speakers to learn English skills through a computer-based program. Also, we will offer parenting partner classes to increase parenting skills. The staff will demonstrate to parents how we use Kagan Cooperative Learning skills during our "Assessment Success Night."

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

None of the school improvement funds were used last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Vickery, Elizabeth	Assistant Principal
Williams, Claudia	Teacher, K-12
Sample, Minerva	Teacher, K-12
McGinley, Amy	Instructional Media
Lanahan, Susan	Teacher, K-12
Gonzalez, Alexandra	Teacher, K-12
Feeney, Sharon	Instructional Coach
Baxley, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

River Hall plans to support the MTSS plan by working closely with a district MTSS specialist to provide on going staff development focusing on effective instructional practices, data analysis, behavior management techniques and ESOL strategies. These trainings will ensure that teachers have the knowledge needed to differentiate instruction for students. The district specialist will work closely with our MTSS chairperson to ensure sufficient support for the improved educaiional outcomes of students with academic and behavioral needs within the mulit-tiered system of student supports.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

River Hall participates in PLCs, APPLES program, and has a Welcoming Committee for new teachers to the building. Grade levels have common planning periods daily.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruit- Advertise positons. Attend District Recruitment night to talk with
candidates.
Retention Strategies- New Teacher (APPLES) Orientation program,
assigned mentors to all new teachers, Observation time when new
teachers travel to other classrooms to watch effective teachers teach, and
overall emphasis on retention verbalized in meetings to new teachers by Principal.
Detailed/thorough Professional development (school based plan) in Reading,
Writing, Math, and Science.
Mentors, as part of welcoming committee, are for new teachers for all things. Things that may go beyond the mentor assigned through the APPLES program. We feel these mentors can act as an extra member of the "family".

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New Teachers assigned Mentor teacher. Assignments, if possible, are made with another teacher that works at or around the new teacher's assigned grade level.
Mentors will conduct observations of their assigned new teachers and provide feedback.
APPLES program for new teachers also mandates that new teachers attend mandatory classes.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Administration reviews lesson plans weekly to ensure that they are tied to Florida's standards. Walk-throughs of classrooms are performed to ensure that standards are being taught and objectives are being posted in kid-friendly language.
The school uses common assessments offered through the series that are standards based. The data from those assessments is analyzed through Performance Matters to ensure that the standards are being mastered.
Compass Learning is used in conjunction with the core instructional programs to teach and reinforce Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

River Hall Elementary uses STAR/Early Literacy, weekly formative classroom assessments, classroom observations, and unit assessments to collect data.
This data is used in PLC meetings to plan remediation and enrichment instruction for students.
Resource teachers are utilized in places where data shows that students are struggling or having difficulty meeting standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,000

Afterschool tutoring focused on supplementing core programs. .
Saturday Writing Boot Camps for 4th graders.
Saturday Math Camp for 3rd and 5th graders

Strategy Rationale

This strategy has proven that increased time on task will positively impact student achievement on standardized assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post
tests used to anyalyze current levels and huge growth

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Preschool teachers will coordinate a transition process with Kinder teachers. This process will involve Kinder teachers meeting with Preschool teachers to discuss needed readiness skills. Preschool students will also visit Kinder classrooms. Students attending another school next year will have a file that follows them that will allow their Kinder teacher to view pertinent information.
May 27 Kindergarten Orientation for 15-16
July 27-29 Kinder screenings for 15-16
Pre Kinder Transistion:
Daily identification of K Readiness skills in the areas of: Letter and number
identification, shapes, sounds, and colors.
Snack Pack weekly invited to parents.
Daily communication folder for parents detailing the activities for the day.
Joining classes to work on social skills in large group daily.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. River Hall will increase student learning gains on the STAR from 57% to 60% by March 2016.

G2. 1. Teacher engagement will increase at least .2% in the Q12 area Q04 (In the last seven days, I have received recognition or praise for doing good work.) as measured by the FY16 Gallup Teacher Engagement Survey.

G3. 2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. River Hall will increase student learning gains on the STAR from 57% to 60% by March 2016. `1a`

🔍 G074106

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	60.0

Resources Available to Support the Goal `2`

- Title 1 monies
- Resource teachers
- PLCs
- District Personnel for training

Targeted Barriers to Achieving the Goal `3`

- Limited Professional Development
- Data not being utilized appropriately

Plan to Monitor Progress Toward G1. `8`

Data collected will include: district provided Checks, Checkpoints, classroom created formative and summative assessments, as well at STAR.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data collected will include: district provided Checks, Checkpoints, classroom created formative and summative assessments, as well at STAR.

G2. 1. Teacher engagement will increase at least .2% in the Q12 area Q04 (In the last seven days, I have received recognition or praise for doing good work.) as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

Targets Supported `1b`

`G074107`

Indicator	Annual Target
School Climate Survey - Staff	90.0

Resources Available to Support the Goal `2`

- Title 1 funds-Personnel, Supplies, and Materials in the amount $360,995.

- Resource teachers

- Materials

- District personnel in Reading, Writing, Math, and Science

- PLC's

- A Plus Team

- Winn Dixie

- Dairy Queen

- Rotary Club

Targeted Barriers to Achieving the Goal `3`

- Lack the time to give praise

Plan to Monitor Progress Toward G2. `8`

Gallup Teacher Engagement Survey

Person Responsible

Elizabeth Vickery

Schedule

Annually, from 8/24/2015 to 8/24/2015

Evidence of Completion

PLC Meeting minutes, staff meeting, school climate surveys

G3. 2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. [1a]

🔍 G074108

Targets Supported [1b]

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0
5Es Score: Quality PD	100.0
5Es Score: School Commitment	100.0
5Es Score: Teacher-Teacher Trust	100.0

Resources Available to Support the Goal [2]

- District trained personnel

- Teachers that have been trained on the process

Targeted Barriers to Achieving the Goal [3]

- Teachers are not familiar with how a PLC properly runs.

Plan to Monitor Progress Toward G3. [8]

PLC minutes will be reviewed to determine implementation as well as the CASTLE Standards Tracker

Person Responsible

Elizabeth Vickery
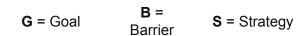
Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

100% of our core subject area teachers will be tracking standards and progress monitoring through the CASTLE Standards Tracker properly in their PLC minutes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. River Hall will increase student learning gains on the STAR from 57% to 60% by March 2016. 1

🔍 G074106

G1.B1 Limited Professional Development 2

🔍 B193471

G1.B1.S1 Provide teachers with training on effective strategies to use in the classroom. 4

🔍 S205025

Strategy Rationale

This give allow teachers to be more effective educators.

Action Step 1 5

Teachers will be provided in-service opportunities.

Person Responsible

Elizabeth Vickery

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will conduct informal observations to determine implementation.

Person Responsible

Elizabeth Vickery

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Informal observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Data will be dis-aggregated during grade level Professional Learning Communities.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Students will show progress towards mastery of state standards.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrative team will analyze the most current progress monitoring data to determine content mastery.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Effectiveness will be determined by looking at data that displays student mastery.

G1.B3 Data not being utilized appropriately 2

B193473

G1.B3.S1 Proper use of PLCs during grade level planning time. 4

S205026

Strategy Rationale

If teachers properly track mastery, they will be able to re-mediate until mastery.

Action Step 1 5

Teachers will receive training on how to properly run and maintain a PLC.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

A positive trend towards mastery of standards.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative team members that have been properly trained in PLCs will attend PLC meetings and monitor for fidelity of implementation.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

A positive trend towards mastery of standards and an understanding of PLCs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The administrative team will assist and support when necessary.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

If students are progressing towards mastery at an acceptable level, then effectiveness will have been achieved.

G2. 1. Teacher engagement will increase at least .2% in the Q12 area Q04 (In the last seven days, I have received recognition or praise for doing good work.) as measured by the FY16 Gallup Teacher Engagement Survey. `1`

🔑 G074107

G2.B8 Lack the time to give praise `2`

🔑 B193481

G2.B8.S1 A systematic plan will be developed to be sure that teachers are receiving the praise they deserve. `4`

🔑 S205031

Strategy Rationale

A system will be put into place through the Sunshine Committee. Teachers will also receive praise via e-mail as well as the principal coming on the intercom and praising a teacher for a job well done.

Action Step 1 `5`

Teachers will receive recognition or praise for doing good work.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 9/15/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B8.S1 `6`

Several different methods will be used to ensure that the proper feedback is being given weekly.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Progress will be monitored quarterly to determine if goal are being met or if we need to revise our implementation.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 `7`

Several different methods will be used to ensure that the proper feedback is being given weekly.
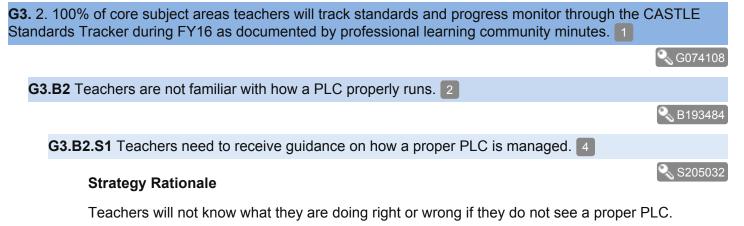
Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

School climate survey

G3. 2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. `1`

🔍 G074108

G3.B2 Teachers are not familiar with how a PLC properly runs. `2`

🔍 B193484

G3.B2.S1 Teachers need to receive guidance on how a proper PLC is managed. `4`

🔍 S205032

Strategy Rationale

Teachers will not know what they are doing right or wrong if they do not see a proper PLC.

Action Step 1 `5`

Teachers will receive training and guidance as to how a proper PLC is managed.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Teachers will properly track standards and progress monitor using the CASTLE Standards Tracker.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Standards and progress monitoring using the CASTLE Standards Tracker will be documented and reviewed by administration.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PLCs will help promote academic success.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Standards and progress monitoring using the CASTLE Standards Tracker will be documented and reviewed by administration.

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PLC meeting minute notes, CASTLE Standard Tracker sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be provided in-service opportunities.	Vickery, Elizabeth	8/10/2015		5/27/2016 biweekly
G1.B3.S1.A1	Teachers will receive training on how to properly run and maintain a PLC.	Vickery, Elizabeth	8/10/2015	A positive trend towards mastery of standards.	5/27/2016 weekly
G2.B8.S1.A1	Teachers will receive recognition or praise for doing good work.	Vickery, Elizabeth	9/15/2015		5/31/2016 weekly
G3.B2.S1.A1	Teachers will receive training and guidance as to how a proper PLC is managed.	Vickery, Elizabeth	8/24/2015	Teachers will properly track standards and progress monitor using the CASTLE Standards Tracker.	5/31/2016 weekly
G1.MA1	Data collected will include: district provided Checks, Checkpoints, classroom created formative and summative assessments, as well at STAR.	Vickery, Elizabeth	8/10/2015	Data collected will include: district provided Checks, Checkpoints, classroom created formative and summative assessments, as well at STAR.	5/27/2016 weekly
G1.B1.S1.MA1	Administrative team will analyze the most current progress monitoring data to determine content mastery.	Vickery, Elizabeth	8/10/2015	Effectiveness will be determined by looking at data that displays student mastery.	5/27/2016 weekly
G1.B1.S1.MA1	Administration will conduct informal observations to determine implementation.	Vickery, Elizabeth	8/10/2015	Informal observation data	5/27/2016 monthly
G1.B1.S1.MA2	Data will be dis-aggregated during grade level Professional Learning Communities.	Vickery, Elizabeth	8/10/2015	Students will show progress towards mastery of state standards.	5/27/2016 weekly
G1.B3.S1.MA1	The administrative team will assist and support when necessary.	Vickery, Elizabeth	8/10/2015	If students are progressing towards mastery at an acceptable level, then effectiveness will have been achieved.	5/27/2016 weekly
G1.B3.S1.MA1	Administrative team members that have been properly trained in PLCs will attend PLC meetings and monitor for fidelity of implementation.	Vickery, Elizabeth	8/10/2015	A positive trend towards mastery of standards and an understanding of PLCs.	5/27/2016 weekly
G2.MA1	Gallup Teacher Engagement Survey	Vickery, Elizabeth	8/24/2015	PLC Meeting minutes, staff meeting, school climate surveys	8/24/2015 annually
G2.B8.S1.MA1	Several different methods will be used to ensure that the proper feedback is being given weekly.	Vickery, Elizabeth	8/24/2015	School climate survey	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B8.S1.MA1	Several different methods will be used to ensure that the proper feedback is being given weekly.	Vickery, Elizabeth	8/24/2015	Progress will be monitored quarterly to determine if goal are being met or if we need to revise our implementation.	5/31/2016 weekly
G3.MA1	PLC minutes will be reviewed to determine implementation as well as the CASTLE Standards Tracker	Vickery, Elizabeth	8/24/2015	100% of our core subject area teachers will be tracking standards and progress monitoring through the CASTLE Standards Tracker properly in their PLC minutes.	5/31/2016 weekly
G3.B2.S1.MA1	Standards and progress monitoring using the CASTLE Standards Tracker will be documented and reviewed by administration.	Vickery, Elizabeth	8/24/2015	PLC meeting minute notes, CASTLE Standard Tracker sheets	5/31/2016 weekly
G3.B2.S1.MA1	Standards and progress monitoring using the CASTLE Standards Tracker will be documented and reviewed by administration.	Vickery, Elizabeth	8/24/2015	PLCs will help promote academic success.	5/31/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. River Hall will increase student learning gains on the STAR from 57% to 60% by March 2016.

G1.B1 Limited Professional Development

G1.B1.S1 Provide teachers with training on effective strategies to use in the classroom.

PD Opportunity 1

Teachers will be provided in-service opportunities.

Facilitator

District Personnel or on site staff members

Participants

Instructional Staff

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

G1.B3 Data not being utilized appropriately

G1.B3.S1 Proper use of PLCs during grade level planning time.

PD Opportunity 1

Teachers will receive training on how to properly run and maintain a PLC.

Facilitator

On site staff and district personnel

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2015 to 5/27/2016

G3. 2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B2 Teachers are not familiar with how a PLC properly runs.

G3.B2.S1 Teachers need to receive guidance on how a proper PLC is managed.

PD Opportunity 1

Teachers will receive training and guidance as to how a proper PLC is managed.

Facilitator

District and/or on site Trainers

Participants

School staff

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided in-service opportunities.	$0.00
2	G1.B3.S1.A1	Teachers will receive training on how to properly run and maintain a PLC.	$0.00
3	G2.B8.S1.A1	Teachers will receive recognition or praise for doing good work.	$0.00
4	G3.B2.S1.A1	Teachers will receive training and guidance as to how a proper PLC is managed.	$0.00
		Total:	$0.00