

Jackson County School Board

Riverside Elementary School



2015-16 School Improvement Plan

Riverside Elementary School

2958 CHEROKEE ST, Marianna, FL 32446

<http://res.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

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

**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 Jackson 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>.

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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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Riverside Elementary School is to prepare all our students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

Provide the school's vision statement

“Positive Attitude + Hard Work = Success.” We believe that if we can instill a positive attitude in all of our students and encourage them to work hard and do their best, then they will become successful students, learners, and citizens.

School Environment

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

Before the school year begins, we have Open House so the teachers can meet the parents and students, gain a first impression, and begin to build relationships with the students and parents. Most of our teachers send home a letter at the beginning of the year asking parents to give them extra information about their children (their interests, strengths and weaknesses in school, any personal information teachers may need to know, etc.). At least once per nine weeks, teachers are required to communicate with all parents either by phone, e-mail, or in person. In following the Marzano model, students are able to celebrate their success and share about themselves in class.

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

Before school, students are under the supervision of several teachers and paraprofessionals in different areas of the school. They are seated with their class, so they are with familiar students, and are either in the cafeteria, hallway, or the multi-purpose room (gymnasium). Students who need remediation receive it in both computer labs and in the library before school as well. These students work on either Moby Max or Lexia, depending on their need.

During school, students are respected and kept safe by their teachers and the other faculty and staff of Riverside Elementary. We have a no-bullying policy in place, the students are taught about and reminded of it, and the faculty and staff enforce it. Our PBS (Positive Behavior System) rewards students for good behavior, which keeps them respectful of others and helps them understand the need for safety on our campus.

After school, teachers and paraprofessionals are on duty in the hallways, outside on the walkways, and in the cafeteria to ensure that students are safe at both the car rider and bus loading areas. Different members of the faculty are responsible for specific areas on campus and specific buses. Students who ride late buses wait in the computer labs and the library, and remediation and assistance with homework is offered by teachers and paraprofessionals during this time. Students who need remediation work on Moby Max.

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

We believe that "Positive Attitude + Hard Work = Success." This statement is posted throughout the school and in classrooms on posters, banners, and signs. The teachers have included it as a signature on their e-mails and their weekly newsletters. Faculty and staff continually remind students of the importance of this statement in both academics and in life.

There are several different ways that we reward students who have a positive attitude and work hard. The Positive Behavior Support (PBS) team assists teachers in monitoring student behavior and rewards those students who have positive behavior each nine weeks. Each month, a Star Student is chosen by each teacher to be recognized with his/her picture and name on a bulletin board and a certificate and special pencil. With the Accelerated Reader (AR) program, students who work hard to read books within their levels and take and pass comprehension tests are rewarded each nine weeks as well as at the end of the year with a variety of treats and prizes. Students who take vocabulary quizzes in AR are also rewarded. Honor Roll students are given a treat bag each nine weeks, recognized in the local newspaper, and receive recognition at our annual awards program. In the classroom, teachers reward hard-working students with words of praise and the occasional treat, including recess. Beaver Chorus and Yearbook Staff are selected based on having a positive attitude and strong work ethic. All faculty and staff expect all students to strive to be successful, have a positive attitude, and work hard every day.

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

Counseling services are provided through the county for students in need. Faculty and staff are chosen to be mentors for students who would benefit from having an adult work closely with them. Students may also be assigned a "buddy" or partner if needed as well.

PBS (Positive Behavior Support) motivates all students to chose good behavior each day and rewards those students who do not receive a referral each nine weeks.

The Backpack for Kids Program provides support for the nutritional needs of all children.

Riverside also offers a "closet" of sorts to provide clothing for any students wearing inappropriate clothing (weather-wise and/or dress-code violations).

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

According to district data, RES had 106 students with attendance below 90%; 85 suspensions; and 11 students retained.

In the table below, this data as well as Course Failure in ELA or Math and Level 1s on the FSA (3rd grade only) are presented.

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
	3	4	5	
Attendance below 90 percent	27	39	40	106
One or more suspensions	30	52	3	85
Course failure in ELA or Math	13	10	12	35
Level 1 on statewide assessment	28	0	0	28
	0	0	0	
	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The parents/guardians of students who have missed too many days of school are contacted and/or visited by Ms. Tharp, the assistant principal, after their names are submitted to her by their teachers. After 4 absences or 8 tardies, a child study team meeting is held and an attendance contract is signed so the parent will be made aware of the district's absentee policy. If the student is absent and/or tardy after that point, they may be recommended for truancy court.

Students with referrals are mentored by a faculty or staff member as needed. Ms. Tharp contacts and/or visits the parents/guardians and talks with them to see how we can help their child(ren) be more successful with behavior. Students with consistent behavioral problems may be referred to the Response to Intervention team in order to form an AIP, IEP, or 504 plan to provide strategies that will help the students, their parents/guardians, and their teachers. Behavior is addressed through a BIP (Behavior Intervention Plan).

Remediation is available before school in both computer labs and the library for students who arrive early to school, during school in small groups with their teachers, and after school for students who ride late buses in both computer labs and the library. Also during wheel on Wednesdays, specific students receive remediation as needed in the computer lab. Remediation occurring during school hours is based on several factors: Stanford 10 scores for third graders, ELA FSA scores for fourth graders, previous FCAT scores for fifth graders, Rtl information, and teacher requests.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/202416>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Families of students attending Riverside Elementary have multiple ways of staying informed of their children's progress. We have a school website, and many teachers have their own individual pages that will keep parents informed of upcoming events, homework, tests, and such. The school website also features a calendar that is kept up-to-date. Ms. Tharp has also started a Padlet for Riverside Elementary School so that we can share information with the faculty, staff, parents, and community as needed. Surveys are available both online and in paper form, depending on the survey given. Progress reports and report cards are sent home regularly and parents can access grades online via Focus. Every day, agendas go home with the students so that parents stay up-to-date on the students' homework, achievement, and behavior. Teachers send weekly newsletters home to keep parents informed of assignments, homework, and classroom activities. In addition, we have Open House and PTO meetings for parents who would like to stay more involved.

The BackPack for Kids program has been a great community program for the district as a whole. Riverside has also partnered with the Jackson County Public Library to get library cards for as many of our students as possible in order for them to access e-books and audio books. In addition, several parent volunteers can be found on campus each and every day assisting in the classrooms, and a great number of parents have signed up to volunteer their time and/or resources with Mrs. Johnson, the media specialist, as she has events and Accelerated Reader rewards throughout the 2015-2016 school year. A third grader's grandparents have agreed to purchase all of our AR Treats for the year, and a third and fifth grader's parents have purchased all of our Above and Beyond Rewards. Riverside Elementary has also established intentional relationships with civic organizations, such as local churches and Chipola Ministries, and our Parent Teacher Organization.

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
Franklin, Chris	Principal
Johnson, Ashley	Instructional Media
Commander, Hope	Instructional Technology
Glover, Elizabeth	Guidance Counselor
Tharp, Sue Ann	Assistant Principal
Pender, Melody	Guidance Counselor
James, Cindy	Administrative Support
Parmer, Kelly	Guidance Counselor
Hamm, Sandra	Teacher, K-12
Ingram, Mary	Teacher, K-12
Nichols, Holly	Teacher, K-12

Duties

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

The Grade Group Chairs (Holly Nichols, 3rd; Mary Ingram, 4th; Sandra Hamm, 5th) meet with their grade groups each week. Mr. Franklin often meets with them; sometimes, they bring issues to Mr. Franklin. Grade groups e-mail their meeting notes/minutes to Mr. Franklin and/or save them on the common drive for review as well. Issues brought forward by these grade chairs are addressed by Mr. Franklin, Ms. Tharp, Ms. James, and/or the guidance department (Mrs. Glover, Mrs. Parmer, and/or Mrs. Pender).

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
 - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
 - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
 - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
 - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
 - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
 - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
 - Teacher – of the student whose needs are being addressed
 - Parent/Guardian – of the student whose needs are being addressed
 - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Title I, Part C Migrant- Migrant Liaison provides services and support to students and parents.

Contact is maintained with Maria Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school or in-home tutorials for migrant students, and c) supplementary educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs.

In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title II- Title IIA funds were used :

To improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;

Improve classroom management skills;

Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;

Advance teacher understanding of effective instruction strategies that are based on scientifically based

research;

To help reduce the student teacher ratio;

To provide incentives for teachers to add reading endorsement to their certificates;

Funds were used to pay the salaries for seven extra teachers to help reduce the teacher student ratio and 6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate.

Funds were also used to provide supplemental professional development activities during the summer

that assisted teachers and staff with understanding how to use technological tools with their academic subjects (\$32,406.33).

Title X Homeless- Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate

education. The district form was revamped this year to include students that may be homeless due to hurricanes, oil spill, Haiti Earthquake.

Supplemental Academic Instruction (SAI)- Funds are provided to enrich the remediation opportunities for

students and support this remediation in collaboration with Title I, Part A. Title I, Part A provides additional staff, remediation, supplemental supplies, computer software, and training and parent resources.

Violence Prevention Programs- The district promotes a Safe Drug Free Environment at all schools.

Random drug testing for students involved in extra curricular activities.

Nutrition Programs- Our District supports the Jackson County Wellness Policy.

Head Start- The School District of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by

federal regulations. Early Head Start in Jackson County grants priority and ensures services to

children of mothers who participate in the district's Teenage Parenting Program. The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ashley Johnson	Education Support Employee
Chris Franklin	Principal
Sheri Byrd	Teacher
Melissa Laramore	Teacher
Betty Dickens	Parent
Keely Elmore	Parent
Ernest Walker	Parent
Mandy Griffin	Parent
Mercedes Young	Parent
Charlie Roulhac	Parent
Terese Morisseau	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

N/A - insufficient data for evaluation of last year's plan

Development of this school improvement plan

Mr. Franklin, along with the members of the School Leadership Team and a small group of Riverside Elementary teachers, looked at our data and specific needs and goals in order to create a rough draft of the School Improvement Plan. Riverside's SAC is invited to assist with the development of the School Improvement Plan. Council Members are provided with copies for review and are asked to participate in discussions regarding the development of SIP. All council input is considered in the development of the plan, which must be approved later by the council prior to submission. Additionally, council members are invited back at quarterly meetings to discuss progress monitoring, etc.

Preparation of the school's annual budget and plan

The School Advisory Council functions in accordance with the state rules and regulations regarding advisory council. The council will meet quarterly to discuss various aspects of the School Improvement Plan. It will provide input, review, and approve the School Improvement Plan. It will also decide how to spend funds in the School Improvement Budget. In addition, Mr. Chris Franklin and/or Mr. Michael Kilts will explain Title 1 information and how Title 1 funds are spent at Riverside Elementary during the first meeting for all of the new council members. Input is requested of members throughout the school year.

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

- Title I Discretionary (5101) - \$18,540.00
- Title I Parental Involvement (5104) - \$3,122.45
- Title I Additional FTE - 3 positions
- Remediation (Federal) - \$7,054.79
- Project 9508 (General) - \$0.00

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

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Johnson, Ashley	Instructional Media
Nichols, Holly	Teacher, K-12
Roper, Kristie	Teacher, K-12
Hutchinson, Lori	Teacher, K-12
McAllister, Christy	Teacher, K-12
Burdeshaw, Haley	Teacher, K-12
Poret, Nirra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet once per quarter beginning in August to discuss the positive and negative aspects of our new reading curriculum and the Accelerated Reader program. We will work to provide assistance to teachers who are having issues with Florida Standards, the Wonders textbooks and supplemental reading materials, such as trade books, and/or Accelerated Reader. We will discuss the resources teachers are using to productively fill in any gaps in reading instruction and how the media specialist can assist with finding additional resources for Florida Standards and the FSA. We will also talk about how Accelerated Reader is being used successfully to motivate students and how that success could be communicated to and applied by any teachers who may be having trouble with the program. All minutes from the meetings will be e-mailed to the faculty and staff and the members of the team will communicate directly with the grade levels to address any issues that may further arise.

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

All faculty and staff members of Riverside Elementary have committed to make the school an intentionally inviting place for students, parents, and each other. We have been a school of excellence year after year because of our leadership, planning, and passion. We all work cohesively, planning together, ensuring our teaching lends itself to the children's future, not just their present. Faculty and staff members always strive to make decisions based on what is best for the students. Teachers are dedicated to participating in a continuous program of learning during regular work hours, as well as on their own time. We meet formally for training and sometimes informally to discuss issues within our grade levels and outside of them as needed. We discuss curriculum, and we problem solve. We also strive to ensure that each teacher is on the same page with their teaching in all subjects. In addition, teachers attend grade and/or subject specific in-services, such as training with district consultants and curriculum specialists, and we participate in an ongoing study of Robert Marzano's book, *The Art and Science of Teaching*.

Riverside Elementary School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values about beliefs concerning teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. We have a strong New Teacher and Mentor Teacher program. We assess our professional development needs when completing our iObservation with Mr. Franklin, and then we attend workshops to support our instructional improvement.

Riverside Elementary prides itself on how well our faculty and staff work together. Many times we have discussed how wonderful it is to work in a place where you feel welcomed and loved. At Riverside, you feel as if you are a part of a family. We have not always agreed, we do not always have the same goals, and we certainly do not all think alike or teach alike, but every person on this campus loves children and keeps their needs above those of themselves, other faculty and staff, and the students' parents. Even with all of the changes in curriculum, staffing, testing, technology, and budgets, at the end of the day we can all agree that we are here for the children and each other.

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

1. Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Deputy Superintendent- Cheryl McDaniel

Director of Elementary and Early Education-Carolyn Pilcher

Principal- Chris Franklin

July 2015-June 2016

2. Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Director of Elementary and Early Education-Carolyn Pilcher

Principal- Chris Franklin

July 2015-June 2016

3. Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge

Director of Elementary and Early Education-Carolyn Pilcher
Principal- Chris Franklin
Michael Kilts-Supervisor of Federal Programs
July 2015-June 2016

4. Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, Reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers

Director of Elementary and Early Education-Carolyn Pilcher;
Principal- Chris Franklin;
Michael Kilts- Supervisor of Federal Programs
July 2015-June 2016

5. Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.

Director of Elementary Education- Carolyn Pilcher
Principal- Chris Franklin
August 2015- June 2016

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

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson

County New Teacher program. Our school has one beginning teacher, Reanna Logan, for the 2015 -2016 school year. Our beginning teachers are paired with high performing, experienced colleagues in their grade level. Close

proximity and effectiveness of paired teacher is taken into consideration for each pairing. Beginning teachers

also meet with content specialists on our school-based leadership team.

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

We have adopted Go Math, Florida and Wonders, which are both based on the Florida Standards. Teachers were involved in creating a curriculum map of the Wonder's Reading Program with additional resources, such as trade books, with Vicki Taylor and Carolyn Pilcher. Our faculty members use CPalms, which aligns Florida Standards to our curriculum and provides them with lesson plans that will ensure Florida's standards are being taught. End of the Year Course Exams will be implemented, in addition to FSA, so students will be assessed on how well they have learned Florida's standards throughout the school year. Pre- and post-tests are being developed and will be used as instructed.

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

Our teachers use AIPs, BIPs, IEPs, and 504 plans as needed to modify instruction and/or offer accommodations to meet the needs of our students. Our School Support Team works with parents and teachers to follow the Response to Intervention protocol and ensure that students having issues with behavior and/or grade-level appropriate instruction are given strategies and accommodations for their success. Furthermore, teachers use the results of STAR, FAIR, and classroom assessments in order to differentiate instruction for their students as needed. Teachers are continuously pulling additional resources and materials to help their struggling students, such as the reteach pages in Go Math and the leveled readers that accompany our reading curriculum, computer software such as Lexia, and using the Accelerated Reading/STAR program to offer students books of appropriate levels to read and test their comprehension and vocabulary skills.

Reading and math remediation with teachers and paraprofessionals are offered for students before school in the computer labs and library, during class time in small group instruction, during wheel on Wednesdays in the computer lab, and after school in both computer labs and the library. In the labs and library, students use Moby Max and/or Lexia, depending on their individual needs. During class time, students and teachers are using the following websites: Moby Max, Lexia, Brain Pop, Reading Wonders, Read Theory, Learn Bop, Read Works, Study Jam, Think Through Math, Hooda Math, Cool Math, Xtra Math, Think Central, Multiplication City, and/or iReady.

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: Summer Program

Minutes added to school year: 5,400

3rd grade reading camp for students that failed reading state academic assessment.

Strategy Rationale

Increase the students' reading proficiency to a third grade level; increase students' test taking skills; move as many third grade students as possible on to the fourth grade

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Melody, melody.pender@jcsb.org

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

Florida assessment data determines student participation. Stanford 10 results determine student progression.

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

We offer school visits for the second graders coming from Golson to Riverside and for our fifth graders going to Marianna Middle School. The students are shown around campus and introduced to faculty and staff members. At the beginning of the school year, our third grade teachers once again show the students around the school, and the wheel teachers offer orientation to every group of students to teach them the guidelines, rules, and procedures.

In fifth grade, the students have two teachers. This allows the students to familiarize themselves with the idea of switching classes, having different teachers for different subjects throughout the day, and the concept of organization and keeping up with their supplies as they transition from one classroom to another.

Riverside Elementary teachers are consistently following curriculum maps to ensure that our students are prepared for Marianna Middle School.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To Increase Reading Comprehension School Wide
- G2.** Increase Proficiency Rates of Exceptional Education Students with the Exception of Gifted in Reading and Math

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. To Increase Reading Comprehension School Wide 1a

G075121

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- 1. STAR and Accelerated Reader 2. Digital Jackson - use of tablets for reading websites for remediation and acceleration (Moby Max, Lexia, etc.) 3. FCAT Test Maker 4. RtI Process 5. Morning and afternoon lab and library remediation 6. Remediation during wheel in computer lab 7. Core Curriculum, including Wonders and Go Math 8. District staff - stay up-to-date on information concerning FSA

Targeted Barriers to Achieving the Goal 3

- Lack of information and knowledge concerning the FSA and the "cut scores" and new curriculum map

Plan to Monitor Progress Toward G1. 8

Stay up-to-date on new developments with FSA and cut scores as well as resources available to help teachers and students stay on track successfully

Person Responsible

Chris Franklin

Schedule

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

Evidence of Completion

Review of FAIR, STAR, and classroom assessment data, results of FSA

G2. Increase Proficiency Rates of Exceptional Education Students with the Exception of Gifted in Reading and Math 1a

G075122

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	57.0
AMO Reading - SWD	59.0

Resources Available to Support the Goal 2

- 1. STAR testing, screening, and progress monitoring
- 2. FAIR
- 3. Digital Jackson - use of tablets to hold students' attention while they are learning through a multitude of websites
- 4. iReady
- 5. Moby Max
- 6. Lexia
- 7. Remediation before school in both labs and library, during school in small groups, during Wednesday wheel in the lab, and after school in both labs and the library

Targeted Barriers to Achieving the Goal 3

- Coordinating resource availability to maximize instruction with the constraints of scheduling, number of students needing services, and the rigor of the Common Core Standards/FSA

Plan to Monitor Progress Toward G2. 8

Monitor STAR, FAIR, iReady, Moby Max, and Lexia results

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Results from STAR, FAIR, iReady, Moby Max, Lexia and FSA

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. To Increase Reading Comprehension School Wide **1**

 G075121

G1.B1 Lack of information and knowledge concerning the FSA and the "cut scores" and new curriculum map **2**

 B196155

G1.B1.S1 1. Meet with district staff as available to receive updates on FSA and cut scores 2. Use CPalms and other available resources to select and use appropriate lesson plans that align to the standards and prepare students for the FSA 3. Communicate with teachers from other schools, districts, and even states through sites such as Edmodo to obtain resources and lessons that better align to the Common Core standards and will better prepare the students for FSA. 4. Use tablets to access websites such as Moby Max and Lexia to remediate students as needed **4**

 S207889

Strategy Rationale

Using the strategies above will help teachers and students stay on target with the Common Core Standards and prepare students for the FSA.

Action Step 1 **5**

Results from the STAR, FAIR, and classroom assessments will be analyzed throughout the year for each student and remediation or enrichment will be provided as needed by the classroom teachers and the faculty and staff running morning, afternoon, and Wednesday remediation.

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

STAR, FAIR, classroom assessments, FSA

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

Analyzing STAR results, FAIR, and classroom assessments

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

STAR results, FAIR results, classroom assessment results/grades, and FSA

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

Monitor STAR results each screening period (August, January, and May); analyze FAIR results; closely monitor grades and scores on classroom assessments; use tablets for remediation and acceleration as needed

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

STAR, FAIR, classroom assessment results/grades, reports from Moby Max, Lexia, etc.

G2. Increase Proficiency Rates of Exceptional Education Students with the Exception of Gifted in Reading and Math 1

G075122

G2.B1 Coordinating resource availability to maximize instruction with the constraints of scheduling, number of students needing services, and the rigor of the Common Core Standards/FSA 2

B196156

G2.B1.S1 1. Meet with district staff to obtain resources that will specifically assist Exceptional Education Students. 2. Have students actively use iReady, Moby Max, and Lexia in the classroom on tablets and in the computer lab(s). 3. Meet with homeroom teachers, guidance, and parents to decide if students receiving services are utilizing them and need to continue with services. 4. Reach out to and communicate with other teachers of Exceptional Education Students to identify strategies that are helpful and successful in other locations. 4

S207891

Strategy Rationale

By utilizing the strategies above, we hope to close the learning gaps from the previous years.

Action Step 1 5

Review the number of Level 1 and 2 Exceptional Education Students we have in remediation before, during, and after school

Person Responsible

Chris Franklin

Schedule

On 5/27/2016

Evidence of Completion

Proficiency scores on FSA

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implementation of math and/or reading remediation before, during, and after school

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Moby Max, Lexia, iReady, STAR, FAIR, and FSA results

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Remediation activities during remediation time utilizing the tablets and websites provided by the district as well as information provided by math and/or reading consultants

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

FSA Results

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	Results from the STAR, FAIR, and classroom assessments will be analyzed throughout the year for each student and remediation or enrichment will be provided as needed by the classroom teachers and the faculty and staff running morning, afternoon, and Wednesday remediation.	Franklin, Chris	8/31/2015	STAR, FAIR, classroom assessments, FSA	5/27/2016 quarterly
G2.B1.S1.A1	Review the number of Level 1 and 2 Exceptional Education Students we have in remediation before, during, and after school	Franklin, Chris	8/31/2015	Proficiency scores on FSA	5/27/2016 one-time
G1.MA1	Stay up-to-date on new developments with FSA and cut scores as well as resources available to help teachers and students stay on track successfully	Franklin, Chris	8/10/2015	Review of FAIR, STAR, and classroom assessment data, results of FSA	5/27/2016 quarterly
G1.B1.S1.MA1	Monitor STAR results each screening period (August, January, and May); analyze FAIR results; closely monitor grades and scores on classroom assessments; use tablets for remediation and acceleration as needed	Franklin, Chris	8/31/2015	STAR, FAIR, classroom assessment results/grades, reports from Moby Max, Lexia, etc.	5/27/2016 quarterly
G1.B1.S1.MA1	Analyzing STAR results, FAIR, and classroom assessments	Franklin, Chris	8/31/2015	STAR results, FAIR results, classroom assessment results/grades, and FSA	5/27/2016 quarterly
G2.MA1	Monitor STAR, FAIR, iReady, Moby Max, and Lexia results	Franklin, Chris	8/31/2015	Results from STAR, FAIR, iReady, Moby Max, Lexia and FSA	5/27/2016 quarterly
G2.B1.S1.MA1	Remediation activities during remediation time utilizing the tablets and websites provided by the district as well as information provided by math and/or reading consultants	Franklin, Chris	8/24/2015	FSA Results	5/27/2016 quarterly
G2.B1.S1.MA1	Implementation of math and/or reading remediation before, during, and after school	Franklin, Chris	8/17/2015	Moby Max, Lexia, iReady, STAR, FAIR, and FSA results	5/27/2016 quarterly

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. To Increase Reading Comprehension School Wide

G1.B1 Lack of information and knowledge concerning the FSA and the "cut scores" and new curriculum map

G1.B1.S1 1. Meet with district staff as available to receive updates on FSA and cut scores 2. Use CPalms and other available resources to select and use appropriate lesson plans that align to the standards and prepare students for the FSA 3. Communicate with teachers from other schools, districts, and even states through sites such as Edmodo to obtain resources and lessons that better align to the Common Core standards and will better prepare the students for FSA. 4. Use tablets to access websites such as Moby Max and Lexia to remediate students as needed

PD Opportunity 1

Results from the STAR, FAIR, and classroom assessments will be analyzed throughout the year for each student and remediation or enrichment will be provided as needed by the classroom teachers and the faculty and staff running morning, afternoon, and Wednesday remediation.

Facilitator

Participants

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

G2. Increase Proficiency Rates of Exceptional Education Students with the Exception of Gifted in Reading and Math

G2.B1 Coordinating resource availability to maximize instruction with the constraints of scheduling, number of students needing services, and the rigor of the Common Core Standards/FSA

G2.B1.S1 1. Meet with district staff to obtain resources that will specifically assist Exceptional Education Students. 2. Have students actively use iReady, Moby Max, and Lexia in the classroom on tablets and in the computer lab(s). 3. Meet with homeroom teachers, guidance, and parents to decide if students receiving services are utilizing them and need to continue with services. 4. Reach out to and communicate with other teachers of Exceptional Education Students to identify strategies that are helpful and successful in other locations.

PD Opportunity 1

Review the number of Level 1 and 2 Exceptional Education Students we have in remediation before, during, and after school

Facilitator

Participants

Schedule

On 5/27/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Results from the STAR, FAIR, and classroom assessments will be analyzed throughout the year for each student and remediation or enrichment will be provided as needed by the classroom teachers and the faculty and staff running morning, afternoon, and Wednesday remediation.				\$8,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,800.00
<i>Notes: Accelerated Reading Program</i>						
			District-Wide	Title I Part A		\$4,960.00
<i>Notes: Discovery Education Progress Monitoring</i>						
2	G2.B1.S1.A1	Review the number of Level 1 and 2 Exceptional Education Students we have in remediation before, during, and after school				\$3,075.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,875.00
<i>Notes: Lexia Reading Intervention</i>						

Budget Data						
			District-Wide	Title I Part A		\$1,200.00
			<i>Notes: iReady Math Intervention</i>			
Total:						\$11,835.00