Riverside Elementary School

2016-17 Schoolwide Improvement Plan

Riverside Elementary School

2958 CHEROKEE ST, Marianna, FL 32446

http://res.jcsb.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 3-5	Yes	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

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 was approved by the Jackson County School Board on 11/22/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Riverside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.
This year, we are teaming with local churches and/or organizations and having Parent Nights. The first was at Riverside on September 6th; the other three are out in the community (Garden Apartments, Orchard Point Apartments, and St. Luke's). The goal of these Parent Nights is to promote literacy and learning as well as foster better relationships with the students and their families. Instead of the typical format of standing in front of a group of parents, there will be tables set up to address different topics (Math, Cold Reads, Behavior, Remind App, etc.), so that parents and guardians can receive information on what they need and are interested in. Dinner and free books are provided for those that attend.
Also, we are printing a school-wide newsletter this year. It will contain pertinent information about Riverside (important dates, reminders, etc.) as well as featured reading tips from Just Take 20.

b. 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). Some students also receive remediation before school with a teacher.
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.

c. 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. We are also looking at other ways to recognize our Students of the Month at this time (9/12/16). 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.

d. 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).

3. Early Warning Systems

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

a. 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 78 students with attendance below 90%; 36 suspensions; 24 students with a course failure in ELA or Math; and, 196 students scoring a Level 1 on the state assessment.

This data is presented in the table below.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	25	21	32	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	17	10	9	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	0	0	9	7	8	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	60	77	59	0	0	0	0	0	0	0	196
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	20	18	21	0	0	0	0	0	0	0	59

c. 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. Mr. Franklin and Ms. Tharp are keeping track of students with behavioral issues and meeting with them frequently. 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 for some students before school with Mrs. Schoemann, for all students during school in small groups with their teachers, and during wheel for selected students with Mrs. Oliver and Mrs. Goff. Remediation occurring during school hours is based on several factors: Stanford 10 scores for third graders, ELA FSA scores for fourth and fifth graders, RtI information, and teacher requests.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/323068.

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

2. 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 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. We also have a school-wide newsletter going home every month this year that will keep parents informed of upcoming events, provide them with tips and information about curriculum, and feature a reading handout from Just Take 20. In addition, we have Open House and PTO and SAC meetings for parents who would like to stay more involved. Finally, we are starting new Parent Nights this year in September. The first one was at Riverside, and the following three will be held in different areas of the Marianna community. Our goal is to improve relationships with our students' families and encourage them to become more involved with their children's education. We have partnered with local churches and/or organizations to provide food and free books when we have these events.

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 2016-2017 school year. Several parents have expressed interest in volunteering in the media center for events such as the Book Fair and AR Carnival, as well as purchasing or donating food items for AR Treats. Riverside Elementary has also established intentional relationships with civic organizations, such as local churches and Chipola Ministries, and our Parent Teacher Organization.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Franklin, Chris	Principal
Johnson, Ashley	Instructional Media
Commander, Hope	Instructional Technology
Glover, Elizabeth	School Counselor
Tharp, Sue Ann	Assistant Principal
Parrish, Melody	School Counselor
James, Cindy	Administrative Support
Pender, Kim	Teacher, K-12
Daniel, Angie	Teacher, K-12
Newman, Jordan	Teacher, K-12

b. Duties

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

The Grade Group Chairs (Angie Daniel, 3rd; Jordan Newman, 4th; Kim Pender, 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 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.

2. 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 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.
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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ashley Johnson	Education Support Employee
Chris Franklin	Principal
Ernest Walker	Parent
Mercedes Young	Parent
Jordan Skipper	Teacher
James Doster	Business/Community
Danielle Payne	Parent
Karen Elizabeth Carrel	Parent
Flora Davis	Teacher
Tanya-Marie Toole	Parent
Ashleigh McDonald	Parent
Dominique Brown	Parent
Kathy Patterson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's goals were not met: we did not improve reading comprehension , nor did we successfully increase the proficiency rates of Exceptional Education Students with the Exception of Gifted in Reading and Math. We have moved on to new goals this year, and have revamped our ESE program at Riverside in an attempt to better serve our students and meet last year's goal.

b. 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.

c. 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 if needed. Input is requested of members throughout the school year.

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

Title I Discretionary (5101) - $40,700.00
Title I Parental Involvement (5104) - $2,074.98
2 Remedial Positions

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

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Johnson, Ashley	Instructional Media
Pender, Kim	Teacher, K-12
Byrd, Sheri	Teacher, K-12
Melzer, Yvonne	Teacher, K-12
May, Daniel	Teacher, ESE
Newman, Jordan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will meet once per quarter beginning in October (the end of each nine weeks) to discuss the positive and negative aspects of our reading curriculum and the STAR assessment and Accelerated Reader program. We will work to provide assistance to teachers who are having issues with Common Core Standards, the Open Court and/or 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.

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

1. 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 believe 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. We have reinstituted Fab Fridays for training, collaboration, and communication throughout each grade group.

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.

2. 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 2016-June 2017
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 2016-June 2017
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 2016-June 2017
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 2016-June 2017
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 2016-June 2017

3. 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 two beginning teachers, Caitlyn Register and Jordan Skipper, for the 2016 -2017 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. This year, our third grade teachers will also be using Open Court for ELA. 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 in the past. We have received training from Sheryl Brock on our District Reading Plan and Carmen Riviere on the Writing portion of ELA. Jackson County Writes will be implemented this year to assess the students' knowledge of writing throughout the year. iReady has been purchased by the district, and our teachers are using the diagnostics and suggested lessons as needed for their students. We are trying to use more of our Donna Spyrka resources for Science in order to better prepare our students for FCAT Science. 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 have been developed and will be used as instructed.

b. Instructional Strategies

1. 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.

All teachers received training for MTSS and RtI this year, and Mr. Franklin has stressed the importance of differentiating instruction during small groups. 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, iReady, Jackson County Writes, 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 iReady, and using the Accelerated Reading/STAR program to offer students books of appropriate levels to read and test their comprehension and vocabulary skills.

Remediation with a classroom teacher is offered for students before school, during class time in small group instruction, and during wheel for select students in the computer lab. Teachers are using both print resources and computer software for remediation.

2. 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

Parrish, Melody, melody.parrish@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. To increase students' scores on both areas of FSA (ELA, Math) and FCAT Science in order to improve our school grade to an A

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase students' scores on both areas of FSA (ELA, Math) and FCAT Science in order to improve our school grade to an A 1a

🔍 G086653

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	77.0

Targeted Barriers to Achieving the Goal 3

- Continual curriculum changes

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. STAR and Accelerated Reader to stay the same 2. Digital Jackson - better use of tablets for remediation and acceleration 3. New iReady program for both Reading and Math 4. Carmen Riviere training and notebooks to help with writing portion of ELA 5. MTSS and RtI Process - training with Beth Mimms 6. Knowledge of Reading Plan 7. Knowledge of specific areas/ standards in which we need to improve 8. Remediation during wheel 9. Core Curriculum, including Wonders and Go Math as well as the addition of Open Court in Third Grade 10. Fab Friday trainings to stay up-to-date

Plan to Monitor Progress Toward G1. 8

Continually review all student data available and relevant (STAR, iReady, Jackson Writes, Open Court and Wonders assessments, classroom assessments, data from other online programs being used)

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Review of STAR, iReady, Jackson Writes, classroom assessment data/grades, data from online programs, results of FSA

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

🔑 G086654

Targets Supported [1b]

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

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

Resources Available to Help Reduce or Eliminate the Barriers [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

Plan to Monitor Progress Toward G2. [8]

Monitor STAR, iReady, Jackson County Writes, other assessments/grades

Person Responsible
Chris Franklin

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

Evidence of Completion
Results from STAR, iReady, Jackson County Writes, classroom assessments/grades, 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 students' scores on both areas of FSA (ELA, Math) and FCAT Science in order to improve our school grade to an A `1`

🔑 G086653

G1.B1 Continual curriculum changes `2`

🔑 B230338

G1.B1.S1 Use iReady for diagnostics and follow up with lessons to target weaknesses; Participate in Fab Friday trainings with district staff to stay abreast of changes and receive helpful resources as needed; Effectively utilize tablets and remediation teachers as needed `4`

🔑 S242991

Strategy Rationale

Using the strategies above will help the teachers stay on track with the curriculum and standards and allow students to receive extra help in order to improve the students' understanding and, hopefully, their scores on FSA and FCAT Science

Action Step 1 `5`

Results from the STAR, iReady diagnostics and lessons, Wonders assessments, Open Court assessments (3rd Grade only), Jackson Writes, 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 in both whole group and small group settings and by the remediation teachers during wheel.

Person Responsible

Chris Franklin

Schedule

Quarterly, from 9/2/2016 to 5/26/2017

Evidence of Completion

STAR, iReady, Jackson Writes, Wonders/Open Court/classroom assessments, FSA

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

Analyzing STAR results, iReady diagnostics, scoring Jackson Writes, and Wonders/Open Court/ classroom assessments

Person Responsible

Chris Franklin

Schedule

Quarterly, from 9/2/2016 to 5/26/2017

Evidence of Completion

STAR results, iReady results, Jackson Writes scores, classroom assessment results/grades, and FSA

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

Monitor STAR and iReady results each screening period; analyze Jackson Writes scores; closely monitor grades and scores on classroom assessments; use tablets for remediation and acceleration as needed; information from remediation teachers (Oliver and Goff)

Person Responsible

Chris Franklin

Schedule

Quarterly, from 9/2/2016 to 5/26/2017

Evidence of Completion

STAR, iReady, Jackson Writes, classroom assessment results/grades, reports from online programs, notes from remediation (Oliver and Goff)

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

🔍 G086654

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

🔍 B230339

G2.B1.S1 1. Meet with district staff to obtain resources 2. Students actively using iReady and other software/games/programs on tablets/in the computer lab(s) 3. Meet with teachers, guidance, and parents to decide if students receiving services need to continue 4. Communicate with other teachers of Exceptional Education Students to identify successful strategies 4

🔍 S242993

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 5/31/2017

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

iReady, STAR, 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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 🔍 M325270	Monitor STAR, iReady, Jackson County Writes, other assessments/grades	Franklin, Chris	8/31/2015	Results from STAR, iReady, Jackson County Writes, classroom assessments/ grades, and FSA	5/27/2016 quarterly
G2.B1.S1.MA1 🔍 M325268	Remediation activities during remediation time utilizing the tablets and websites provided by the...	Franklin, Chris	8/24/2015	FSA Results	5/27/2016 quarterly
G2.B1.S1.MA1 🔍 M325269	Implementation of math and/or reading remediation before, during, and after school	Franklin, Chris	8/17/2015	iReady, STAR, and FSA results	5/27/2016 quarterly
G1.MA1 🔍 M325267	Continually review all student data available and relevant (STAR, iReady, Jackson Writes, Open...	Franklin, Chris	8/10/2016	Review of STAR, iReady, Jackson Writes, classroom assessment data/ grades, data from online programs, results of FSA	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M325263	Monitor STAR and iReady results each screening period; analyze Jackson Writes scores; closely...	Franklin, Chris	9/2/2016	STAR, iReady, Jackson Writes, classroom assessment results/grades, reports from online programs, notes from remediation (Oliver and Goff)	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M325264	Analyzing STAR results, iReady diagnostics, scoring Jackson Writes, and Wonders/Open...	Franklin, Chris	9/2/2016	STAR results, iReady results, Jackson Writes scores, classroom assessment results/grades, and FSA	5/26/2017 quarterly
G1.B1.S1.A1 🔍 A314420	Results from the STAR, iReady diagnostics and lessons, Wonders assessments, Open Court assessments...	Franklin, Chris	9/2/2016	STAR, iReady, Jackson Writes, Wonders/Open Court/classroom assessments, FSA	5/26/2017 quarterly
G2.B1.S1.A1 🔍 A314422	Review the number of Level 1 and 2 Exceptional Education Students we have in remediation before,...	Franklin, Chris	8/29/2016	Proficiency scores on FSA	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. To increase students' scores on both areas of FSA (ELA, Math) and FCAT Science in order to improve our school grade to an A

G1.B1 Continual curriculum changes

G1.B1.S1 Use iReady for diagnostics and follow up with lessons to target weaknesses; Participate in Fab Friday trainings with district staff to stay abreast of changes and receive helpful resources as needed; Effectively utilize tablets and remediation teachers as needed

PD Opportunity 1

Results from the STAR, iReady diagnostics and lessons, Wonders assessments, Open Court assessments (3rd Grade only), Jackson Writes, 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 in both whole group and small group settings and by the remediation teachers during wheel.

Facilitator

Participants

Schedule

Quarterly, from 9/2/2016 to 5/26/2017

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 2. Students actively using iReady and other software/games/programs on tablets/in the computer lab(s) 3. Meet with teachers, guidance, and parents to decide if students receiving services need to continue 4. Communicate with other teachers of Exceptional Education Students to identify successful strategies

> > **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 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Results from the STAR, iReady diagnostics and lessons, Wonders assessments, Open Court assessments (3rd Grade only), Jackson Writes, 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 in both whole group and small group settings and by the remediation teachers during wheel.				$8,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$3,800.00
			Notes: Accelerated Reading Program			
			District-Wide	Title I, Part A		$4,960.00
			Notes: Discovery Education Progress Monitoring			
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	2016-17
			District-Wide	Title I, Part A		$1,875.00
			Notes: Lexia Reading Intervention			
			District-Wide	Title I, Part A		$1,200.00
			Notes: iReady Math Intervention			
					Total:	$11,835.00