

Jackson County School Board

Riverside Elementary School



2017-18 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) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School 3-5 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 53% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | C | 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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Riverside Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - 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. Twice per year, teachers must conference with parents either by phone or in person and document that conference (must document if the teacher is unable to contact the parent/guardian, or if the parent/guardian is a no-show). In following the Marzano model, students are able to celebrate their success and share about themselves in class.

As we did last year, we are teaming with local churches and/or organizations to have Parent Nights. We plan to have one at the school again, and the others out in different parts of the community. 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.

We are also planning a Parent Night in the spring to discuss FSA.

Also, we will continue 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. We were looking at having a school-wide Remind App to get information to parents more quickly and efficiently, but after talking with parents, we have decided that Facebook is the way to go. We will use the PTO Facebook page to keep parents informed about upcoming events.

Student behavior was a constant issue during the 2016-2017 school year. Mr. Franklin, Ms. Tharp, and Mrs. Glover worked very hard to build relationships with students who were consistently seen in the office. They asked for funds from PTO to buy better prizes to give these students when they had good behavior, as students were encouraged to come and see them when they had a good day. We plan to continue building relationships and working to better these students' behavior during the 2017-2018 school year. We have a new behavior class for 10 fourth and fifth grade students in 2017-2018.

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. We have a staffed clinic to see to the students' physical needs throughout the school day and administer medication as needed. Our School Safety Plan is reviewed by all faculty and staff at the beginning of the school year, and we have multiple drills to ensure that our faculty, staff, and students are aware of and comfortable with the plan.

The Student Code of Conduct is sent home at the beginning of the school year, and parents are required to sign a form stating that they read and understand the code of conduct. It is reviewed with students as necessary throughout the school year.

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.

The Student Code of Conduct is used by faculty and staff to establish behavioral expectations. Each teacher has his/her own rules, policies, and procedures, but they are generally the same. The Code of Conduct outlines expected student behaviors, and teachers ensure that students are aware of these expectations at the beginning of the year. The Code of Conduct also provides expectations for attendance, dress code, etc.

Behavior Improvement Plans are started when students have had consistent misbehavior, an FBA has been conducted, and at least one intervention has been attempted by the classroom teacher. Interventions used to support the BIP include replacement behaviors being taught, modeled, and monitored; individual counseling as needed; check in/check out with a faculty member, and increase if necessary (instead of weekly, consider daily check ins); and/or reward positive behaviors.

Each grade level had a specific Discipline Plan and Behavior Tracking Sheets to ensure equitable application of disciplinary actions for similar offenses. This also ensures that one student does not get a stiffer penalty than another for the same offense. For example, all first offenses receive a verbal warning. In 3rd grade, all second offenses receive an educative writing assignment; in 4th and 5th grade, they receive a phone call home. Across all grade levels, the 5th offense means the student will be sent to the office, a phone call home, and work detail or paddling, depending on the parents'/guardians' wishes. 7th, 8th, and 9th offenses result in suspension (third grade) or being sent to JAS/STA (fourth and fifth grade).

Students who were being sent to the office consistently are rewarded with a prize when they had good behavior for a certain period of time. Mr. Franklin has a treasure box in his office for these students (funds were requested from PTO to purchase better prizes for the students). Students with consistent behavior issues can check in with Mrs. Glover, Ms. Tharp, and/or Mr. Franklin when they are having a good day, or when they are struggling. Another strategy we have this year for dealing

with consistent behavior issues is having a behavior class with Mrs. Mobley and Mrs. Gardner for selected fourth and fifth graders.

Lost instruction time is a concern of ours. We have not yet begun monitoring this, but we recognize the importance and would like to begin as soon as possible.

At Riverside, 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 Intervention/Support (PBIS) 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.

This year, we are revamping our PBIS program with the help of PTO and several business partners. Each month, all students who have not received a referral will be entered into a drawing for \$5 cash or gift card (business partners donated specifically for this incentive). All teachers are reading the book "Wonder" and using it to teach character education, and we are taking all students who have not received a referral the entire first semester will go see the movie on opening day and get popcorn and a drink. PTO is also assisting with the funds for this trip.

Mr. Franklin has also requested two teacher positions so that we may have two behavior classrooms next year. Students who had consistent behavior issues in 2016-2017 could be placed in these classrooms to minimize distractions and disruptions from general education classrooms with smaller student to teacher ratio. These teacher positions have been granted, and we have selected 10 fourth and fifth graders to benefit from this smaller classroom setting.

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.

PBIS (Positive Behavior Intervention/Support) motivates all students to chose good behavior each day and rewards those students who do not receive a referral each nine weeks. Please see description above for how we have revamped this program for 2017-2018.

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).

At the beginning of the school year, school supplies are provided to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

According to the district data, RES had 130 students with attendance below 90%, 27 students with one or more suspensions, 28 students with a course failure in ELA or Math, and 106 students who scored a Level 1 on the statewide assessment. There were also 44 students who exhibited 2 or more indicators.

The 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 | 47 | 33 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 130 |
| One or more suspensions | 0 | 0 | 0 | 20 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in ELA or Math | 0 | 0 | 0 | 8 | 15 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 51 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 106 |
| | 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 | 9 | 20 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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

This year, the parents/guardians of students who are absent are contacted each day. 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). A behavior class for 10 total fourth and fifth graders has been implemented this year in an attempt to reduce the number of students with referrals.

Remediation is available 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, Rtl information, and teacher requests.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/446228>.

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.

We have had school fundraisers through Beef O'Brady's and Sonny's; all monies earned have gone to PTO to provide for the students, faculty, and staff. We also partnered with Sonny's last year to reward our AR Winners with a lunch three of the four nine weeks (11-12 students). Jackson County Teachers Credit Union provided \$100 toward the purchase of treats for the AR Carnival, and they partnered with us for to help provide prizes for our Summer Reading Challenge and our Above and Beyond winners. Evangel provided speakers and a sound board for Field Days. Winn-Dixie has supported our positive behavior rewards by giving prizes for a treasure box in the office, as well as donating cookies for 2nd Grade Orientation. The Civic Club donated money to help with the Christmas Music Program. The Sheriff's Department partnered with some third grade teachers and gave a presentation with a police dog, which the students enjoyed immensely. 4-H students came and read to third graders. Several churches provided food for our parent nights at the beginning of the year. Kim Stone met with and read to third and fourth grade classes with her dog, Gibbs, and talked to the students about the importance of reading and following their dreams. PTO supports the faculty, staff, and students in various ways throughout the year. Volunteers helped with school events (Book Fair, Field Days, AR Carnival, and Christmas Music Program) and financial assistance for AR Treats and prizes.

For 2017-2018, we have several business partners that are supporting our efforts with PBIS, providing money to be used as monthly rewards for students who have not received a referral. Money earned from fundraisers will also help fund a field trip to see the movie "Wonder" for students who have not received

a referral the entire first semester. Volunteers from PTO will help with school events as they have in the past (Book Fair, Field Days, AR Carnival, Christmas Music Program, etc.).

C. Effective Leadership

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 |
| Glover, Elizabeth | School Counselor |
| Tharp, Sue Ann | Assistant Principal |
| Brogdon, Mark | Teacher, K-12 |
| Daniel, Angie | Teacher, K-12 |
| Bannerman, Mendy | School Counselor |
| Perkins, Heidi | Teacher, K-12 |
| Mercer, Olivia | 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; Julie Melton, 4th; Olivia Mercer, 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 |
| Jordan Sawyers | Teacher |
| Karen Elizabeth Carrel | Parent |
| Flora Davis | Teacher |
| Tanya-Marie Toole | Parent |
| Meghan Holley | Parent |
| Nikki Bethea | Parent |
| Rosie Wade | Teacher |
| Stacy Borges | Parent |
| ReAnna Logan | Teacher |
| Tamara Hudson | Parent |
| Trivia Massalino | Parent |
| Melissa Laramore | Teacher |
| Jahnie Economou | Teacher |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's goals were not met entirely: we did not improve our score to an A, but we were 2 points from it, and are very pleased with the progress our students made; we did increase the proficiency rates of Exceptional Education Students with the Exception of Gifted in Reading and Math somewhat.

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) - \$45,300
Title I Parental Involvement (5104) - \$2,264.80
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 |
| Byrd, Sheri | 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Marzano mentor teacher offered training to teachers on various areas as needed. The new teachers were given special training from the beginning teacher program. There was an emphasis on elements that would be helpful in identifying and helping students who were considered low expectancy students

this year. These elements were chosen to help teachers improve small group instruction time and effectiveness. Also, we chose to focus on elements concerning probing and asking questions of low expectancy students. The Marzano mentor teacher helped other teachers in developing their growth plans and goals for the year.

Grade groups meet weekly and submit their meeting minutes to Mr. Franklin. Grade levels also met on Fab Fridays several times throughout the year for a variety of trainings (diagnostic discussions, AR/STAR, growth plans, FSA Trainings, etc.). District office staff were utilized as needed for trainings.

Social events provided faculty and staff the opportunity to increase comradery. We also had a "You've Been Penned" program this year to allow teachers to share a pen with each other. Mr. Franklin left "good job" notes as he did observations and walk-throughs. In addition, there was time in each grade group meeting for them to give each other shout outs and accolades. These were typed in their meeting agendas.

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 2017-June 2018

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 2017-June 2018

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 2017-June 2018

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 2017-June 2018

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 2017-June 2018

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 no beginning teachers for the 2017 -2018 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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** Improve students' scores on the Science FCAT, specifically in the areas of Earth and Space Science and Life Science, which are taught in 3rd and 4th grades

- G2.** Improve the performance of our lowest 25 percentile on the Math FSA learning gains

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. Improve students' scores on the Science FCAT, specifically in the areas of Earth and Space Science and Life Science, which are taught in 3rd and 4th grades 1a

G095003

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Statewide Science Assessment Level 3 | 36.0 |

Targeted Barriers to Achieving the Goal 3

- Time Management (lack of instruction); lack of teacher buy-in (thinking science is only for fifth grade)

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Science Lab on the wheel (Rene Calloway) 2. Digital lessons in ThinkCentral 3. Expert speakers from the local community/Chipola 4. Introduce science fair 5. Utilize multi-media (Prezi with YouTube) 6. Collaboration among teachers and other schools

Plan to Monitor Progress Toward G1. 8

Continually review all student data available and relevant (test scores, science journals, interviews) and teacher data (lesson plans, pictures of labs)

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Review of classroom assessment data/grades, information from science journals, results of FCAT Science

G2. Improve the performance of our lowest 25 percentile on the Math FSA learning gains 1a

G095004

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Identifying the students, time to finish core instruction, coordinating resource availability to maximize instruction with the constraints of scheduling, gap between what is taught and what is tested

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Lists provided to each teacher of lowest 25% 2. Remediation 3. Curriculum map 4. iReady math Toolbox 5. Training 6. Drops 7. Utilizing games, songs, websites, etc. 8. Standards and test item specs
-

Plan to Monitor Progress Toward G2. 8

Monitor iReady, classroom assessments/grades, any district/program assessments

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Results from iReady, 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. Improve students' scores on the Science FCAT, specifically in the areas of Earth and Space Science and Life Science, which are taught in 3rd and 4th grades **1**

 G095003

G1.B1 Time Management (lack of instruction); lack of teacher buy-in (thinking science is only for fifth grade)

2

 B255731

G1.B1.S1 Science lab on the wheel; develop relationships with science experts in the community; utilize digital lessons; use Prezi and other multi-media sources (YouTube, PowerPoint, etc.); collaborate with each other and other schools **4**

 S270287

Strategy Rationale

The above strategies will help with both time management and teacher buy-in, as they will have assistance from others with collaboration and relationships in the science community and ease of use with digital lessons and Prezi/multi-media/YouTube. Utilizing the science lab will give students the opportunity to complete hands-on labs and further their knowledge.

Action Step 1 **5**

Rene Calloway will teach labs during wheel each week to further the students' knowledge and understanding of science concepts.

Person Responsible

Rene Calloway

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Science notebooks, lesson plans, district assessment, FCAT Science

Action Step 2 5

Teachers will contact science experts in the community to involve them in teaching lessons and sharing information with students; teachers will utilize the digital lessons at their disposal; teachers will supplement lessons with Prezi and other multi-media sources (YouTube, PowerPoint, etc.); and/or teachers will collaborate with each other and other schools if they need help with instruction and/or resources.

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walk-throughs, lesson plans, district assessment, FCAT Science

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

Classroom walk-throughs, student journals

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student journals, lesson plan checks, teacher-based assessments, district assessments, FCAT Science

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

Lesson plan checks, science notebook checks, teacher assessments, district assessment, interviews with students

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, science notebooks, assessment results (classroom and district), FCAT Science results

G2. Improve the performance of our lowest 25 percentile on the Math FSA learning gains 1

G095004

G2.B1 Identifying the students, time to finish core instruction, coordinating resource availability to maximize instruction with the constraints of scheduling, gap between what is taught and what is tested 2

B255732

G2.B1.S1 1. Meet with district staff and/or teachers from other schools to obtain resources 2. Students actively use iReady and other software/games/programs on tablets/in the computer lab(s) 3. Tracking and monitoring the lowest 25% consistently 4. Utilizing iReady ToolBox 5. Rewrite assessments to include more FSA-style chapter questions 4

S270288

Strategy Rationale

By utilizing the strategies above, we hope to improve the students' performance on FSA Math

Action Step 1 5

Teachers will identify their lowest quartile students, place emphasis on math as reading, stick with the curriculum map, and ask for help as needed (Fab Friday trainings)

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Proficiency scores on FSA

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

Check to be sure teachers have identified students, check lesson plans for curriculum map pacing

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, iReady reports, FSA data

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

Check iReady reports and students' grades for growth

Person Responsible

Chris Franklin

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

iReady data, classroom data, FSA data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
| G1.MA1 M386443 | Continually review all student data available and relevant (test scores, science journals,... | Franklin, Chris | 8/14/2017 | Review of classroom assessment data/ grades, information from science journals, results of FCAT Science | 5/25/2018 quarterly |
| G1.B1.S1.MA1 M386441 | Lesson plan checks, science notebook checks, teacher assessments, district assessment, interviews... | Franklin, Chris | 8/14/2017 | Lesson plans, science notebooks, assessment results (classroom and district), FCAT Science results | 5/25/2018 quarterly |
| G1.B1.S1.MA1 M386442 | Classroom walk-throughs, student journals | Franklin, Chris | 8/14/2017 | Student journals, lesson plan checks, teacher-based assessments, district assessments, FCAT Science | 5/25/2018 quarterly |
| G1.B1.S1.A1 A361813 | Rene Calloway will teach labs during wheel each week to further the students' knowledge and... | Calloway , Rene | 8/25/2017 | Science notebooks, lesson plans, district assessment, FCAT Science | 5/25/2018 quarterly |
| G1.B1.S1.A2 A361814 | Teachers will contact science experts in the community to involve them in teaching lessons and... | Franklin, Chris | 8/14/2017 | Classroom walk-throughs, lesson plans, district assessment, FCAT Science | 5/25/2018 quarterly |
| G2.MA1 M386446 | Monitor iReady, classroom assessments/grades, any district/ program assessments | Franklin, Chris | 8/14/2017 | Results from iReady, classroom assessments/grades, and FSA | 5/31/2018 quarterly |
| G2.B1.S1.MA1 M386444 | Check iReady reports and students' grades for growth | Franklin, Chris | 8/14/2017 | iReady data, classroom data, FSA data | 5/31/2018 quarterly |
| G2.B1.S1.MA1 M386445 | Check to be sure teachers have identified students, check lesson plans for curriculum map pacing | Franklin, Chris | 8/14/2017 | Lesson plans, iReady reports, FSA data | 5/31/2018 quarterly |
| G2.B1.S1.A1 A361815 | Teachers will identify their lowest quartile students, place emphasis on math as reading, stick... | Franklin, Chris | 8/14/2017 | Proficiency scores on FSA | 5/31/2018 quarterly |

V. Professional Development Opportunities

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

G1. Improve students' scores on the Science FCAT, specifically in the areas of Earth and Space Science and Life Science, which are taught in 3rd and 4th grades

G1.B1 Time Management (lack of instruction); lack of teacher buy-in (thinking science is only for fifth grade)

G1.B1.S1 Science lab on the wheel; develop relationships with science experts in the community; utilize digital lessons; use Prezi and other multi-media sources (YouTube, PowerPoint, etc.); collaborate with each other and other schools

PD Opportunity 1

Teachers will contact science experts in the community to involve them in teaching lessons and sharing information with students; teachers will utilize the digital lessons at their disposal; teachers will supplement lessons with Prezi and other multi-media sources (YouTube, PowerPoint, etc.); and/or teachers will collaborate with each other and other schools if they need help with instruction and/or resources.

Facilitator

Edna Reed and Rene Calloway

Participants

Faculty

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

G2. Improve the performance of our lowest 25 percentile on the Math FSA learning gains

G2.B1 Identifying the students, time to finish core instruction, coordinating resource availability to maximize instruction with the constraints of scheduling, gap between what is taught and what is tested

G2.B1.S1 1. Meet with district staff and/or teachers from other schools to obtain resources 2. Students actively use iReady and other software/games/programs on tablets/in the computer lab(s) 3. Tracking and monitoring the lowest 25% consistently 4. Utilizing iReady ToolBox 5. Rewrite assessments to include more FSA-style chapter questions

PD Opportunity 1

Teachers will identify their lowest quartile students, place emphasis on math as reading, stick with the curriculum map, and ask for help as needed (Fab Friday trainings)

Facilitator

Participants

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Improve students' scores on the Science FCAT, specifically in the areas of Earth and Space Science and Life Science, which are taught in 3rd and 4th grades

G1.B1 Time Management (lack of instruction); lack of teacher buy-in (thinking science is only for fifth grade)

G1.B1.S1 Science lab on the wheel; develop relationships with science experts in the community; utilize digital lessons; use Prezi and other multi-media sources (YouTube, PowerPoint, etc.); collaborate with each other and other schools

TA Opportunity 1

Rene Calloway will teach labs during wheel each week to further the students' knowledge and understanding of science concepts.

Facilitator

Participants

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

VII. Budget

| | | | | | | |
|---|-------------|---|---|-----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Rene Calloway will teach labs during wheel each week to further the students' knowledge and understanding of science concepts. | | | | \$8,760.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 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 | G1.B1.S1.A2 | Teachers will contact science experts in the community to involve them in teaching lessons and sharing information with students; teachers will utilize the digital lessons at their disposal; teachers will supplement lessons with Prezi and other multi-media sources (YouTube, PowerPoint, etc.); and/or teachers will collaborate with each other and other schools if they need help with instruction and/or resources. | | | | \$0.00 |
| 3 | G2.B1.S1.A1 | Teachers will identify their lowest quartile students, place emphasis on math as reading, stick with the curriculum map, and ask for help as needed (Fab Friday trainings) | | | | \$3,075.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

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| | | | | | | |
|--|--|--|--|-----------------|---------------|--------------------|
| | | | District-Wide | Title I, Part A | | \$1,875.00 |
| | | | <i>Notes: Lexia Reading Intervention</i> | | | |
| | | | District-Wide | Title I, Part A | | \$1,200.00 |
| | | | <i>Notes: iReady Math Intervention</i> | | | |
| | | | | | Total: | \$11,835.00 |