

Wakulla County Schools

# Riversink Elementary School



2017-18 Schoolwide Improvement Plan

## Riversink Elementary School

530 LONNIE RAKER LN, Crawfordville, FL 32327

<https://res.wakullaschooldistrict.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 KG-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

*\*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 Wakulla County School Board on 11/13/2017.

### 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 Riversink Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Riversink Elementary School is to facilitate the development of all students to their fullest potential by providing research-based instructional strategies and promoting the love of learning and community pride in a safe, positive environment.

##### b. Provide the school's vision statement.

Every student will reach his or her highest potential in our positive learning environment provided by highly qualified professionals; every child, every chance, every day.

#### 2. School Environment

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

The school offers many opportunities for parents and teachers to build relationships. Because of our small community, transition from one school to another is personal with direct contact from sending schools to receiving schools. Teachers become aware of cultural differences and are sensitive to this before they even meet the students. Through Title I parent nights, parents are invited to participate in activities along with their students. Teachers also keep communication open with parents through weekly written notes and regularly scheduled conferences. Some teachers also Parents are also encouraged to further build relationships by volunteering at the school and during field trips.

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

Students, teachers, and staff all participate in the school-wide Positive Behavior Support (PBS) program in which respectful behavior is defined, modeled, practiced and reinforced throughout the school day including before and after school.

##### 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.

All school personnel participate in the the school-wide PBS program with three clear expectations. Students are taught the expectations and are reinforced for engaging in positive behavior. The PBS Handbook includes protocols for disciplinary incidents, as well as outlines expectations and behavior lesson plan examples for school personnel.

##### 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.

The guidance counselor provides character training for all students throughout the school year. She is also available for small group and individual counseling as needed. In addition, counselors from FSU and state appointed counselors may meet with students on campus.

#### 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)(I).

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

All teachers are required to attend "Data Day Training" the first quarter of the school year in which watch lists are created by teams of teachers and administrators based on review of data. Students displaying the following early warning indicators are placed on watch lists and may be referred to the school's MTSS:

Attendance below 90%

Failure in English Language Arts or Mathematics

Level 1 score on statewide standardized assessments in English Language Arts or Mathematics

1 or more behavioral referrals resulting in suspension

**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	12	11	17	19	11	15	0	0	0	0	0	0	0	85
One or more suspensions	0	2	3	0	3	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	7	12	15	0	0	0	0	0	0	0	34

**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	2	1	11	12	15	0	0	0	0	0	0	0	41

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

Grade Level Teams meet to discuss interventions and review progress monitoring data. If students are not responding to differentiated instruction provided through small group instruction within the classroom, they are referred to the school's MTSS. Tier 2 interventions for ELA include iReady, and FCRR interventions. The Tier 3 intervention is iReady computer instruction. Tier 2 interventions for Mathematics include Mobymax. Tier 2 and Tier 3 behavior interventions are from the Automatic RtI Behavior Intervention Program.

Positive behavior intervention to address school-wide attendance incorporated under the school-wide positive behavior plan.

**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/441396>.

**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.**

The school has an active PTO that works toward securing resources from parents, local community members, businesses and business organizations to support the school and student achievement. The Project Learning Tree committee invites local experts to the school to present during PLT activities yearly. The school also partners with local agencies for mutual support including the Wakulla County Senior Citizens, the Wakulla Community Center, and the Wakulla County Sheriff's Department.

**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
Nelson, Simeon	Principal
Salib, Bonita	School Counselor
Tillman, Susan	Instructional Coach
Tillman, Susan	Assistant Principal

**b. Duties**

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

- Vicki Tillman, Administrator-sets and presides over meetings.
- Bonny Salib, Guidance Counselor, Vicki Tillman if needed
- Susan Tillman, brings progress monitoring data, resource for strategies/interventions
- Cori Revell,Staffing Specialist, assures that district policies and procedures are being followed properly leading up to eligibility and services
- FSU Psychology Intern, responsible for evaluations and reporting the findings of the evaluation
- Gina Mitchell, Recorder/Secretary, manages data/ paperwork
- Sarah Watters, Speech/Language Pathologist, will create IEP for students qualifying for speech/ language services
- Eboni Russell, ESE Teacher, will create IEP for students qualifying for services other than speech /language

**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.***

To request an IST meeting, teachers must sign up with the Assistant Principal and instructional coach and they inform the teacher of what data and paperwork are needed at the meetings. The administrator will be responsible for setting up meeting. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. The Assistant Principal, Principal or instructional coach will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

Title 1, Part A: Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities.

Title 1, Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title 1, Part D: The district does not receive Title 1 Part D funds.

Title II: Part A funds are used to fund an elementary Instructional Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III: The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless: The District Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction: Part-time teacher for in-school tutoring in reading and math for 3rd, 4th and 5th grade students scoring Level 2 and low level 3 on FSA..

Violence Prevention Programs: Schools offer violence prevention programs and anti-drug programs which are supported by the community and Sheriff's Department through SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs.

Nutrition Programs: Wellness Program which includes goals for nutrition, physical activities such as Running Club, health and safety, and family and community involvement goals.

Head Start: Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

## **2. School Advisory Council (SAC)**

### a. Membership

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

Name	Stakeholder Group
Diana Miller	Teacher
Belinda Heys	Parent
Traci Bourgeois	Parent
Simeon Nelson	Principal
Megan McKee	Business/Community
Amy Lalonde	Parent
Michelle Stewart	Parent
Susan (Vicki) Tillman *Assistant Principal	Principal
Bonny Salib	Education Support Employee
Erin Armstrong	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**

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

The SAC team meets at least 4 times per year to discuss the progress on the SIP. The chairperson shares reports on evaluations of Title 1 Parent Nights, Progress Monitoring Data and how it compares to SIP goals, and finally spring assessment data, including subgroup AMOs and how they compare to SIP goals.

#### b. Development of this school improvement plan

SAC Members will review trend data, climate surveys and SAC surveys. Members will hear concerns of teachers and parents in reference to the School Improvement Plan and the Parent and Family Engagement Policy (PFEP). SAC Members will also vote on amending the SIP or the PFEP for the following year as well as vote to approve these documents and their changes annually. Additionally, the members will vote on the use of Title 1 and SI funds.

#### c. Preparation of the school's annual budget and plan

The SAC committee votes to approve Title 1 budget items and School Improvement budget items.

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

Saved for future technology needs.

**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.

### 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
Nelson, Simeon	Principal
Tillman, Susan	Assistant Principal
Salib, Bonita	School Counselor
Tillman, Susan	Instructional Coach

#### b. Duties

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

The LLT oversees scheduling and administration of Progress Monitoring as well as providing Data Day in-service in which teachers and the LLT look at data trends vertically and across grade levels. During this time, Watch Lists are created and strategies made to help increase literacy at all levels of student scores. LLT members do walk-through observations to ensure that the district approved curriculum is being used with integrity with emphasis on daily writing in response to reading at all grade-levels. The LLT surveys teachers to find Professional Development opportunities to support literacy and to ensure that teachers have the tools they need to teach efficiently.

#### 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.

Teams of teachers across grade levels attend professional development activities and return to share within their grade level teams. Teachers also participate in the practice of Lesson Studies. In addition, many teachers volunteer their time in the summer to contribute to district-wide long term lesson planning that is then shared within the school. Grade-level teams meet regularly to plan, collaborate and review progress-monitoring data with groups in ELA, Math and Science. Grade level teams meet regularly to plan, collaborate and review progress-monitoring data. Positive working relationships are also promoted through social and community service activities and Parent nights.

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

1. Riversink Elementary participates with Flagler, FAMU and FSU Colleges to provide experiences for interns and practicum students in order to build a pool of highly qualified faculty members
2. Teacher Mentoring; Assistant Principal
3. Needs-based inservices and trainings; Principal

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

Riversink Elementary School's teacher mentoring program pairs new teachers with veteran teachers within grade-level or area of need. Planned activities include meetings and observations to familiarize new teachers with policies, procedures and best practices as well as completion of notebook.

#### 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.***

Teachers at Riversink Elementary use district approved materials to deliver instruction that are aligned to Florida's standards RES participates in district professional development activities focusing on using methods and routines to best deliver the instruction.

Grade level teams develop long-range plans to ensure that all standards are taught. Additionally, vertical teams meet in order to become familiar with standards required above and below their grade level so that our students are prepared to meet the requirements of the next level in core instructional areas.

### 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 attend "Data Day Training" in the first quarter. Each teacher looks at the data trends of the past year in order to provide diverse instruction in identified areas of need. Teachers create watch lists in order to identify students exhibiting early warning indicators. These students are referred to RtI team for more frequent progress monitoring and to determine if the intervention strategies are effective.

Students identified as advanced learners are either served in classrooms with a teacher certified to teach gifted students or teachers share strategies across grade level to help these advanced level students attain their goals. Newspaper club and Odyssey of the Mind are offered after school for enrichment. In addition, RES participates in the annual Creative Writing Bowl and the 4-H Tropicana Speech Contests.

All teachers collect and review progress monitoring data from the district progress monitoring tool Renaissance, STAR Reading and Math a minimum of 3 times per year.

Grade level teams share data and strategies, as well as vertical teams across the grade levels.

#### ***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:** 7,800

Remediation for grade 3 in reading. Students are selected based on FSA, district progress monitoring tool and teacher data collected in data book.

**Strategy Rationale**

Some students need a summer reading program for remediation.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Nelson, Simeon, simeon.nelson@wcsb.us

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

SAT 10 assessment given. Effectiveness determined by number of passing scores. Third grade portfolio data check sheet listing Florida Grade 3 ELA Standards. Effectiveness measured by number of students mastering Florida Third Grade ELA Standards.

**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.**

Administrators will meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 30 days. In addition, the school provides four Title 1 Parent nights that include transitioning from grade to grade. In the final months of school, transitioning fifth graders are taken to visit and preview the middle school they will attend. Opportunities open to middle school students are presented to help them with the transition.

**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.**

NA

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

NA

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

NA

**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.**

NA

## 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

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** 70% of Grade 5 students taking FCAT Science 2.0/FSAA will be proficient (level 3 or higher).
- G2.** 65% of students in the lowest quartile will make learning gains in ELA.
- G3.** 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA/FSAA.
- G4.** 65% of students with disabilities in the general curriculum will make learning gains in ELA.
- G5.** 65% of students in the lowest quartile will make learning gains in 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.** 70% of Grade 5 students taking FCAT Science 2.0/FSA will be proficient (level 3 or higher). 1a

 G095998

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Level 5	70.0

**Targeted Barriers to Achieving the Goal** 3

- Students may lack science background in basic concepts relating to the world around them.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Highly qualified instructional personnel
- Inquiry-based lesson plans
- Computer Software including National Geographic, Study Island
- Vertical Team on science Grades K-5

**Plan to Monitor Progress Toward G1.** 8

Classroom Observation and Lesson Plans

**Person Responsible**

Simeon Nelson

**Schedule**

Semiannually, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

Lesson plans; student grades



**G2. 65% of students in the lowest quartile will make learning gains in ELA.** 1a

G095999

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Majority of students in the lowest quartile in ELA have tardy and attendance issues resulting in loss of classroom instructional time.
- Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Computer-based learning program (iReady, Moby Max)
- Highly Qualified instructional personnel
- Document cameras for K-2
- FCRR passages and activities, QAR, Florida Center for Reading Resources, iReady toolbox of resources.
- School-wide Positive Behavior Support Program

**Plan to Monitor Progress Toward G2.** 8

Progress monitoring data (Renaissance) STAR Reading scores

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Progress monitoring data (Renaissance), STAR Reading, data team notes, FSA scores (Grades 3-5) Vertical Team notes.

**G3.** 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA/FSAA. 1a

G096000

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Attendance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Highly Qualified Instructional Personnel. Standards-based lesson plans. iReady. Part-time teacher for intensive instruction 2 x per year for one month each semester. Datebooks for 4th and 5th grade.
- 

**Plan to Monitor Progress Toward G3.** 8

Teacher watch lists

**Person Responsible**

Simeon Nelson

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Teacher watch lists, FSA results, Renaissance reports

**G4. 65% of students with disabilities in the general curriculum will make learning gains in ELA.** 1a

G096001

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	65.0

**Targeted Barriers to Achieving the Goal** 3

- Some students are more than 1 year below grade level
- Attendance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- ESE Resource Teacher for intensive instruction
- Computer Assisted Instruction such as iReady, Study Island
- Standards-based instructional Material
- Highly Qualified Personnel
- 

**Plan to Monitor Progress Toward G4.** 8

STAR Reading and Math; Renaissance Assessments

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 9/11/2017 to 5/25/2018

**Evidence of Completion**

STAR Reading and Math scores; iReady reports

**G5. 65% of students in the lowest quartile will make learning gains in Math.** 1a

 G096002

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Majority of students in the lowest quartile in Math have tardy and attendance issues
- Majority of students in the lowest quartile in Math are at least one year behind grade level.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- GoMath textbooks with technology features and manipulatives
- Computer Based Learning Program - Accelerated Math, Moby Max
- Vertical Team meetings across district to develop long range plans.
- Math Journals in the 4th and 5th grades; part-time teacher for intensive instruction.

**Plan to Monitor Progress Toward G5.** 8

STAR Math scores; Accelerated Math scores

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

STAR Math; FSA scores

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** 70% of Grade 5 students taking FCAT Science 2.0/FSAA will be proficient (level 3 or higher). **1**

 G095998

**G1.B1** Students may lack science background in basic concepts relating to the world around them. **2**

 B258450

**G1.B1.S1** Students will use technology to make connections between science in the classroom and how it applies to real-world experiences. **4**

 S273589

### Strategy Rationale

Using technology allows for simulated experiences in science.

### Action Step 1 **5**

Teachers will use standards-based computer software for research and instruction.

#### Person Responsible

Simeon Nelson

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Teacher lesson plans

### Action Step 2 **5**

Across grade level teachers will meet to prepare long range plans in Vertical Team for Science.

#### Person Responsible

Simeon Nelson

#### Schedule

On 7/10/2017

#### Evidence of Completion

Vertical Team notes.

### Action Step 3 5

Vertical Team for science.

**Person Responsible**

Simeon Nelson

**Schedule**

Monthly, from 9/21/2017 to 5/25/2018

***Evidence of Completion***

Attendance

### Action Step 4 5

Teachers will participate in Kagan Training.

**Person Responsible**

Simeon Nelson

**Schedule**

On 6/13/2017

***Evidence of Completion***

Sign-in Sheets

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

Classroom walk-through and lesson plans

**Person Responsible**

Simeon Nelson

**Schedule**

Semiannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Observations and lesson plans

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

FCAT 2.0 and FSAA Science assessment data will be reviewed.

**Person Responsible**

Simeon Nelson

**Schedule**

On 5/25/2018

**Evidence of Completion**

FCAT Science 2.0 results and FSAA Science results.

**G2. 65% of students in the lowest quartile will make learning gains in ELA.** 1

G095999

**G2.B1** Majority of students in the lowest quartile in ELA have tardy and attendance issues resulting in loss of classroom instructional time. 2

B258451

**G2.B1.S1** Individualized student and/or parent incentives will be offered as part of an Attendance Contract based on select needs and wants (egs. include tablet covers or keyboards, school t-shirts, sports gear, gas card and phone cards.) 4

S273590

**Strategy Rationale**

Incentives to improve attendance will mean less classroom instructional time lost to absences/tardiness.

**Action Step 1** 5

Administration and attendance clerk will meet with each parent to sign an Attendance Contract and enact a Tier I RTI/MTSS plan for every student with 19 or more unexcused days absent last year. Incentives will be established between Administration/Attendance Clerk/Parent/Student as appropriate.

**Person Responsible**

Susan Tillman

**Schedule**

Quarterly, from 8/15/2017 to 5/25/2018

**Evidence of Completion**

Tier I Plans, attendance contract, attendance data



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

Attendance Clerk reviews student attendance data weekly and updates Administration. Contacts parent on quarterly basis for review of Attendance Contract.

**Person Responsible**

Susan Tillman

**Schedule**

Weekly, from 8/15/2017 to 5/25/2018

***Evidence of Completion***

Documentation of attendance contracts; purchase invoices for incentives.

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

Attendance records reviewed daily.

**Person Responsible**

Susan Tillman

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Attendance report from Focus, sign-in, sign-out log.

**G2.B1.S2** Teachers will provide computer-assisted instruction. 4

 S273591

**Strategy Rationale**

Students will be more engaged during instruction.

**Action Step 1** 5

Teachers will use technology including document cameras, Moby Max, National Geographic, United Streaming and Brain Pop during instruction.

**Person Responsible**

Simeon Nelson

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Classroom walk throughs.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Classroom observations.

**Person Responsible**

Simeon Nelson

**Schedule**

Semiannually, from 10/2/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans, Observation forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Renaissance Assessments

**Person Responsible**

Susan Tillman

**Schedule**

On 5/25/2018

***Evidence of Completion***

STAR reports, FSA scores

**G2.B2** Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

2

 B258452

**G2.B2.S1** Students are put on RTI Plans.(Response to Intervention/Multi-tiered Systems of Support.) 4

 S273592

### Strategy Rationale

Students in the lowest quartile are at least one year behind grade level.

### Action Step 1 5

Tier 2 plans with one hour weekly on computer-based program based on individual needs of student.

#### Person Responsible

Susan Tillman

#### Schedule

Daily, from 9/5/2017 to 5/25/2018

#### Evidence of Completion

Tier 2 Plans/ iReady reports

### Action Step 2 5

Teachers(Gr. K-1) will attend Expanding Expressions training

#### Person Responsible

Simeon Nelson

#### Schedule

On 8/2/2017

#### Evidence of Completion

sign in sheet

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Observations during classroom walk-throughs

**Person Responsible**

Simeon Nelson

**Schedule**

Semiannually, from 10/2/2017 to 5/25/2018

***Evidence of Completion***

Principal calendar, observation forms

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Renaissance Assessments

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

FSA scores, STAR Reports

**G2.B2.S2** Students in the lowest quartile will receive extra tutoring in reading within the school day by a certified teacher. 4

 S273593

### Strategy Rationale

Students at least one year behind grade level would benefit from extra tutoring in reading.

### Action Step 1 5

Students will attend in-school tutoring with a part-time teacher;.

#### Person Responsible

Simeon Nelson

#### Schedule

Daily, from 11/17/2017 to 3/28/2018

#### Evidence of Completion

Attendance rosters

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom walk-throughs.

#### Person Responsible

Simeon Nelson

#### Schedule

Monthly, from 10/17/2017 to 3/28/2018

#### Evidence of Completion

Teacher lesson plans, student performance data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

STAR Reports

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 11/17/2017 to 3/28/2018

**Evidence of Completion**

STAR Reports, FSA scores

**G3.** 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA/FSAA. 1

 G096000

**G3.B1 Attendance** 2

 B258453

**G3.B1.S1** Parents will be notified through the Principal's monthly newsletter; Principal addressing parents on all Parent Nights, robocall will go out every time a student is absent, excessively tardy students will be identified and parents will be contacted when necessary, and attendance contracts and incentives created for students and parents. 4

 S273594

**Strategy Rationale**

Students need to be at school on time to receive all instruction.

**Action Step 1** 5

Robo calls daily for absences. Attendance contracts for chronically absent students.

**Person Responsible**

Simeon Nelson

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Completed attendance contracts.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Attendance clerk will run weekly reports.

**Person Responsible**

Susan Tillman

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Attendance report from Focus.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Daily Attendance reports are generated, communication tab on focus, sign-in sign-out program.

**Person Responsible**

Susan Tillman

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Focus attendance reports, communication notes on focus, sign-in sign-out reports.



**G4.** 65% of students with disabilities in the general curriculum will make learning gains in ELA. 1

 G096001

**G4.B1** Some students are more than 1 year below grade level 2

 B258454

**G4.B1.S1** Students with disabilities will have access to a Resource teacher for intensive instruction in reading. 4

 S273595

### Strategy Rationale

Students with disabilities may need additional help to be successful in ELA because they are not on grade level.

### Action Step 1 5

Resource Teacher and Related Service Providers will provide small group and intensive instruction within the general education or resource room according individual IEPs and BPIE Indicators #7 and #8.

#### Person Responsible

Simeon Nelson

#### Schedule

Daily, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Teacher schedules, observation through classroom walk-throughs, SLP schedule

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of special education services for students with disabilities.

#### Person Responsible

Bonita Salib

#### Schedule

Annually, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Resource Teacher schedule, IEPs, Quarterly IEP progress reports

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Resource teacher will complete progress reports on students with a disability in general curriculum.

**Person Responsible**

Bonita Salib

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Progress Report on PEER, in ESE file and sent home

**G4.B1.S2** Students with disabilities will have access to computer-assisted learning (iReady, Study Island) **4**

 S273596

### Strategy Rationale

Computer programs such as iReady, Study Island are research-based and proven to help students improve reading skills

### Action Step 1 **5**

Students will have access daily to computer-assisted instruction such as iReady, Study Island.

#### Person Responsible

Susan Tillman

#### Schedule

Daily, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

iReady reports; teacher data

### Action Step 2 **5**

Resource teacher will attend iReady training.

#### Person Responsible

Simeon Nelson

#### Schedule

On 7/25/2017

#### Evidence of Completion

sign-in sheet

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Attendance

**Person Responsible**

Susan Tillman

**Schedule**

Daily, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Computer-generated student scores

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Student attendance will be recorded

**Person Responsible**

Susan Tillman

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018


***Evidence of Completion***

Computer-generated student scores

## G4.B2 Attendance 2

 B258455

### G4.B2.S1 Attendance incentives will be created for students and parents. 4

 S273597

#### Strategy Rationale

Positive reinforcement and rewards will help to improve attendance for students with attendance contracts, including those with disabilities, so they will not miss instructional time.

#### Action Step 1 5

Meet with parents and sign attendance contracts with student rewards when contract is met.

##### Person Responsible

Susan Tillman

##### Schedule

Quarterly, from 9/5/2017 to 5/25/2018

##### Evidence of Completion

RTI folders and attendance contracts.

#### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Students that meet or exceed attendance contract goal will be rewarded prizes based on their individual wants/needs.

##### Person Responsible

Susan Tillman

##### Schedule

Annually, from 8/15/2017 to 5/25/2018

##### Evidence of Completion

List of winners and prizes

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Attendance records will be reviewed daily.

**Person Responsible**

Susan Tillman

**Schedule**

Daily, from 8/10/2017 to 5/25/2018


**Evidence of Completion**

Attendance report from Focus; sign-in/sign-out program

**G5. 65% of students in the lowest quartile will make learning gains in Math.** 1

 G096002

**G5.B1 Majority of students in the lowest quartile in Math have tardy and attendance issues** 2

 B258456

**G5.B1.S1 Additional incentives for attending school will be put in place for chronic absent students.** 4

 S273598

**Strategy Rationale**

Attendance contracts to improve attendance will mean less instruction lost to absences/tardiness.

**Action Step 1** 5

RTI and Attendance contracts.

**Person Responsible**

Susan Tillman

**Schedule**

Annually, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

RTI folders, Attendance contracts

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

RTI for attendance and Attendance contracts.

**Person Responsible**

Susan Tillman

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

***Evidence of Completion***

RTI folders, attendance contracts

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Attendance clerk will review absences.

**Person Responsible**

Susan Tillman


**Schedule**

Daily, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

FOCUS reports showing reduced absences.

**G5.B2** Majority of students in the lowest quartile in Math are at least one year behind grade level. 2

 B258457

**G5.B2.S1** Students with level 2 and low level 3 scores on FSA will receive in-school tutoring from a part-time teacher. 4

 S273599

### Strategy Rationale

Students in the lowest quartile in Math are at least one year behind grade level.

### Action Step 1 5

Part-time teacher will schedule pull-out tutoring sessions in Math.

#### Person Responsible

Simeon Nelson

#### Schedule

Daily, from 10/17/2017 to 3/28/2018

#### Evidence of Completion

Schedule of part-time teacher with pull-out students.

### Action Step 2 5

Teachers will participate in Vertical Team Training in order to become familiar with standards required above and below their grade level.

#### Person Responsible

Simeon Nelson

#### Schedule

On 7/10/2017

#### Evidence of Completion

Sign-in sheet



**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

RTI Plans

**Person Responsible**

Susan Tillman

**Schedule**

Annually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

RTI plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

STAR Math/Accelerated Math

**Person Responsible**

Susan Tillman

**Schedule**

Triannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

STAR Math Reports, Renaissance scores, Moby Max results, FSA scores



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M394090	Classroom Observation and Lesson Plans	Nelson, Simeon	8/11/2016	Lesson plans; student grades	5/26/2017 semiannually
G1.B1.S1.A4 A367348	Teachers will participate in Kagan Training.	Nelson, Simeon	6/12/2017	Sign-in Sheets	6/13/2017 one-time
G1.B1.S1.A2 A367346	Across grade level teachers will meet to prepare long range plans in Vertical Team for Science.	Nelson, Simeon	7/10/2017	Vertical Team notes.	7/10/2017 one-time
G5.B2.S1.A2 A367361	Teachers will participate in Vertical Team Training in order to become familiar with standards...	Nelson, Simeon	7/10/2017	Sign-in sheet	7/10/2017 one-time
G4.B1.S2.A2 A367357	Resource teacher will attend iReady training.	Nelson, Simeon	7/25/2017	sign-in sheet	7/25/2017 one-time
G2.B2.S1.A2 A367352	Teachers(Gr. K-1) will attend Expanding Expressions training	Nelson, Simeon	8/2/2017	sign in sheet	8/2/2017 one-time
G5.B2.S1.A1 A367360	Part-time teacher will schedule pull-out tutoring sessions in Math.	Nelson, Simeon	10/17/2017	Schedule of part-time teacher with pull-out students.	3/28/2018 daily
G2.B2.S2.MA1 M394097	STAR Reports	Tillman, Susan	11/17/2017	STAR Reports, FSA scores	3/28/2018 triannually
G2.B2.S2.MA1 M394098	Classroom walk-throughs.	Nelson, Simeon	10/17/2017	Teacher lesson plans, student performance data	3/28/2018 monthly
G2.B2.S2.A1 A367353	Students will attend in-school tutoring with a part-time teacher;.	Nelson, Simeon	11/17/2017	Attendance rosters	3/28/2018 daily
G2.MA1 M394099	Progress monitoring data (Renaissance) STAR Reading scores	Tillman, Susan	8/10/2017	Progress monitoring data (Renaissance), STAR Reading, data team notes, FSA scores (Grades 3-5) Vertical Team notes.	5/25/2018 triannually
G3.MA1 M394102	Teacher watch lists	Nelson, Simeon	8/10/2017	Teacher watch lists, FSA results, Renaissance reports	5/25/2018 triannually
G4.MA1 M394109	STAR Reading and Math; Renaissance Assessments	Tillman, Susan	9/11/2017	STAR Reading and Math scores; iReady reports	5/25/2018 triannually
G5.MA1 M394114	STAR Math scores; Accelerated Math scores	Tillman, Susan	8/10/2017	STAR Math; FSA scores	5/25/2018 triannually
G1.B1.S1.MA1 M394088	FCAT 2.0 and FSAA Science assessment data will be reviewed.	Nelson, Simeon	No Start Date	FCAT Science 2.0 results and FSAA Science results.	5/25/2018 one-time
G1.B1.S1.MA1 M394089	Classroom walk-through and lesson plans	Nelson, Simeon	8/10/2017	Observations and lesson plans	5/25/2018 semiannually
G1.B1.S1.A1 A367345	Teachers will use standards-based computer software for research and instruction.	Nelson, Simeon	8/10/2017	Teacher lesson plans	5/25/2018 weekly
G1.B1.S1.A3 A367347	Vertical Team for science.	Nelson, Simeon	9/21/2017	Attendance	5/25/2018 monthly
G2.B1.S1.MA1 M394091	Attendance records reviewed daily.	Tillman, Susan	8/10/2017	Attendance report from Focus, sign-in, sign-out log.	5/25/2018 daily
G2.B1.S1.MA1 M394092	Attendance Clerk reviews student attendance data weekly and updates Administration. Contacts parent...	Tillman, Susan	8/15/2017	Documentation of attendance contracts; purchase invoices for incentives.	5/25/2018 weekly

**Wakulla - 0015 - Riversink Elementary School - 2017-18 SIP**  
*Riversink Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A367349	Administration and attendance clerk will meet with each parent to sign an Attendance Contract and...	Tillman, Susan	8/15/2017	Tier I Plans, attendance contract, attendance data	5/25/2018 quarterly
G2.B2.S1.MA1 M394095	Renaissance Assessments	Tillman, Susan	8/10/2017	FSA scores, STAR Reports	5/25/2018 triannually
G2.B2.S1.MA1 M394096	Observations during classroom walk-throughs	Nelson, Simeon	10/2/2017	Principal calendar, observation forms	5/25/2018 semiannually
G2.B2.S1.A1 A367351	Tier 2 plans with one hour weekly on computer-based program based on individual needs of student.	Tillman, Susan	9/5/2017	Tier 2 Plans/ iReady reports	5/25/2018 daily
G3.B1.S1.MA1 M394100	Daily Attendance reports are generated, communication tab on focus, sign-in sign-out program.	Tillman, Susan	8/10/2017	Focus attendance reports, communication notes on focus, sign-in sign-out reports.	5/25/2018 daily
G3.B1.S1.MA1 M394101	Attendance clerk will run weekly reports.	Tillman, Susan	8/10/2017	Attendance report from Focus.	5/25/2018 weekly
G3.B1.S1.A1 A367354	Robo calls daily for absences. Attendance contracts for chronically absent students.	Nelson, Simeon	8/10/2017	Completed attendance contracts.	5/25/2018 daily
G4.B1.S1.MA1 M394103	Resource teacher will complete progress reports on students with a disability in general curriculum.	Salib, Bonita	8/10/2017	Progress Report on PEER, in ESE file and sent home	5/25/2018 quarterly
G4.B1.S1.MA1 M394104	Review of special education services for students with disabilities.	Salib, Bonita	8/10/2017	Resource Teacher schedule, IEPs, Quarterly IEP progress reports	5/25/2018 annually
G4.B1.S1.A1 A367355	Resource Teacher and Related Service Providers will provide small group and intensive instruction...	Nelson, Simeon	8/10/2017	Teacher schedules, observation through classroom walk-throughs, SLP schedule	5/25/2018 daily
G4.B2.S1.MA1 M394107	Attendance records will be reviewed daily.	Tillman, Susan	8/10/2017	Attendance report from Focus; sign-in/ sign-out program	5/25/2018 daily
G4.B2.S1.MA1 M394108	Students that meet or exceed attendance contract goal will be rewarded prizes based on their...	Tillman, Susan	8/15/2017	List of winners and prizes	5/25/2018 annually
G4.B2.S1.A1 A367358	Meet with parents and sign attendance contracts with student rewards when contract is met.	Tillman, Susan	9/5/2017	RTI folders and attendance contracts.	5/25/2018 quarterly
G5.B1.S1.MA1 M394110	Attendance clerk will review absences.	Tillman, Susan	8/10/2017	FOCUS reports showing reduced absences.	5/25/2018 daily
G5.B1.S1.MA1 M394111	RTI for attendance and Attendance contracts.	Tillman, Susan	9/5/2017	RTI folders, attendance contracts	5/25/2018 weekly
G5.B1.S1.A1 A367359	RTI and Attendance contracts.	Tillman, Susan	9/5/2017	RTI folders, Attendance contracts	5/25/2018 annually
G5.B2.S1.MA1 M394112	STAR Math/Accelerated Math	Tillman, Susan	8/10/2017	STAR Math Reports, Renaissance scores, Moby Max results, FSA scores	5/25/2018 triannually
G5.B2.S1.MA1 M394113	RTI Plans	Tillman, Susan	8/10/2017	RTI plans	5/25/2018 annually
G2.B1.S2.MA1 M394093	Renaissance Assessments	Tillman, Susan	9/5/2017	STAR reports, FSA scores	5/25/2018 one-time
G2.B1.S2.MA1 M394094	Classroom observations.	Nelson, Simeon	10/2/2017	Lesson plans, Observation forms.	5/25/2018 semiannually
G2.B1.S2.A1 A367350	Teachers will use technology including document cameras, Moby Max, National Geographic, United...	Nelson, Simeon	8/10/2017	Classroom walk throughs.	5/25/2018 daily
G4.B1.S2.MA1 M394105	Student attendance will be recorded	Tillman, Susan	8/10/2017	Computer-generated student scores	5/25/2018 quarterly

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*Riversink Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1  M394106	Attendance	Tillman, Susan	8/10/2017	Computer-generated student scores	5/25/2018 daily
G4.B1.S2.A1  A367356	Students will have access daily to computer-assisted instruction such as iReady, Study Island.	Tillman, Susan	8/10/2017	iReady reports; teacher data	5/25/2018 daily

## V. Professional Development Opportunities

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

**G1.** 70% of Grade 5 students taking FCAT Science 2.0/FSAA will be proficient (level 3 or higher).

**G1.B1** Students may lack science background in basic concepts relating to the world around them.

**G1.B1.S1** Students will use technology to make connections between science in the classroom and how it applies to real-world experiences.

### PD Opportunity 1

Teachers will participate in Kagan Training.

#### Facilitator

WCSB District Office

#### Participants

Teachers

#### Schedule

On 6/13/2017

**G2.** 65% of students in the lowest quartile will make learning gains in ELA.

**G2.B2** Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

**G2.B2.S1** Students are put on RTI Plans.(Response to Intervention/Multi-tiered Systems of Support.)

### PD Opportunity 1

Teachers(Gr. K-1) will attend Expanding Expressions training

#### Facilitator

Susan P. Tillman

#### Participants

Teachers K-1

#### Schedule

On 8/2/2017

**G4.** 65% of students with disabilities in the general curriculum will make learning gains in ELA.

**G4.B1** Some students are more than 1 year below grade level

**G4.B1.S2** Students with disabilities will have access to computer-assisted learning (iReady, Study Island)

**PD Opportunity 1**

Resource teacher will attend iReady training.

**Facilitator**

Sunny Chancy

**Participants**

Eboni Russell Resource teacher

**Schedule**

On 7/25/2017

**G5.** 65% of students in the lowest quartile will make learning gains in Math.

**G5.B2** Majority of students in the lowest quartile in Math are at least one year behind grade level.

**G5.B2.S1** Students with level 2 and low level 3 scores on FSA will receive in-school tutoring from a part-time teacher.

**PD Opportunity 1**

Teachers will participate in Vertical Team Training in order to become familiar with standards required above and below their grade level.

**Facilitator**

Lori Sandgren

**Participants**

Teachers

**Schedule**

On 7/10/2017

## 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	Teachers will use standards-based computer software for research and instruction.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$350.00
			Notes: Study Island			
2	G1.B1.S1.A2	Across grade level teachers will meet to prepare long range plans in Vertical Team for Science.				\$0.00
3	G1.B1.S1.A3	Vertical Team for science.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title I, Part A		\$0.00
4	G1.B1.S1.A4	Teachers will participate in Kagan Training.				\$8,124.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	General Fund		\$7,200.00
			0015 - Riversink Elementary School	Title, I Part A		\$924.00
5	G2.B1.S1.A1	Administration and attendance clerk will meet with each parent to sign an Attendance Contract and enact a Tier I RTI/MTSS plan for every student with 19 or more unexcused days absent last year. Incentives will be established between Administration/Attendance Clerk/Parent/Student as appropriate.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	School Improvement Funds		\$1,200.00
6	G2.B1.S2.A1	Teachers will use technology including document cameras, Moby Max, National Geographic, United Streaming and Brain Pop during instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$4,000.00
			Notes: Brain Pop, Discovery Ed United Streaming, Study Island			
7	G2.B2.S1.A1	Tier 2 plans with one hour weekly on computer-based program based on individual needs of student.				\$0.00

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8	G2.B2.S1.A2	Teachers(Gr. K-1) will attend Expanding Expressions training				\$480.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$480.00
9	G2.B2.S2.A1	Students will attend in-school tutoring with a part-time teacher;.				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$5,400.00
10	G3.B1.S1.A1	Robo calls daily for absences. Attendance contracts for chronically absent students.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	School Improvement Funds		\$1,200.00
			Notes: e-studies			
11	G4.B1.S1.A1	Resource Teacher and Related Service Providers will provide small group and intensive instruction within the general education or resource room according individual IEPs and BPIE Indicators #7 and #8.				\$0.00
12	G4.B1.S2.A1	Students will have access daily to computer-assisted instruction such as iReady, Study Island.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$0.00
13	G4.B1.S2.A2	Resource teacher will attend iReady training.				\$0.00
14	G4.B2.S1.A1	Meet with parents and sign attendance contracts with student rewards when contract is met.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	School Improvement Funds		\$1,200.00
15	G5.B1.S1.A1	RTI and Attendance contracts.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	School Improvement Funds		\$1,200.00
16	G5.B2.S1.A1	Part-time teacher will schedule pull-out tutoring sessions in Math.				\$5,400.00



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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0015 - Riversink Elementary School	Title, I Part A		\$5,400.00
17	G5.B2.S1.A2	Teachers will participate in Vertical Team Training in order to become familiar with standards required above and below their grade level.				\$0.00
Total:						\$28,554.00