

Jackson County School Board

# Riverside Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Riverside Elementary School

2958 CHEROKEE ST, Marianna, FL 32446

<http://res.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	B*

### School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### 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
Mercer, Olivia	Teacher, K-12
Hunter, Keith	Teacher, K-12
Wade, Rosie	Teacher, K-12
Smith, Jordan	Teacher, K-12
McAllister, Christy	School Counselor
Perkins, Heidi	Teacher, K-12

#### Duties

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

Ashley Johnson is the SIP and SAC chair. She collects data, keeps records, sets meetings, and types minutes and agendas. Ashley Johnson will submit data to the SAC throughout the year, noting strengths and weaknesses, and asking the committee and leadership team for input as needed. Over the summer, many of the members of the team met to analyze Riverside's FSA data from 2017-2018, determine goals, and decide upon how best address and reach those goals.

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

- Instruction Leader – (Chris Franklin) - 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 (Ashley Johnson) – 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.

## Early Warning Systems

### Year 2017-18

#### 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	53	35	33	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	29	3	8	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	0	0	19	6	6	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	47	46	52	0	0	0	0	0	0	0	145

#### 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	32	16	20	0	0	0	0	0	0	0	68

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	2	1	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	0	24	10	1	0	0	0	0	0	0	0	35

**Date this data was collected**

Monday 7/23/2018

**Year 2016-17 - As Reported**

**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

**Year 2016-17 - Updated**

**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

**Part II: Needs Assessment/Analysis**

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Lowest 25%, Math

It was also the lowest last school year

#### Which data component showed the greatest decline from prior year?

ELA Lowest 25% (dropped 14%)

#### Which data component had the biggest gap when compared to the state average?

Math Lowest 25% (9%)

#### Which data component showed the most improvement? Is this a trend?

The performance of the black student population on FCAT science improved

#### Describe the actions or changes that led to the improvement in this area.

We had science on the wheel

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	67%	56%	52%	58%	52%
ELA Learning Gains	53%	59%	55%	50%	54%	52%
ELA Lowest 25th Percentile	48%	50%	48%	43%	48%	46%
Math Achievement	67%	70%	62%	58%	63%	58%
Math Learning Gains	56%	58%	59%	53%	52%	58%
Math Lowest 25th Percentile	38%	40%	47%	39%	41%	46%
Science Achievement	53%	56%	55%	48%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Attendance below 90 percent	53 (47)	35 (33)	33 (50)	121 (130)
One or more suspensions	29 (20)	3 (5)	8 (2)	40 (27)
Course failure in ELA or Math	19 (8)	6 (15)	6 (5)	31 (28)
Level 1 on statewide assessment	47 (4)	46 (51)	52 (51)	145 (106)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	66%	-7%	57%	2%
	2017	65%	67%	-2%	58%	7%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	63%	66%	-3%	56%	7%
	2017	52%	59%	-7%	56%	-4%
Same Grade Comparison		11%				
Cohort Comparison		-2%				
05	2018	47%	54%	-7%	55%	-8%
	2017	62%	61%	1%	53%	9%
Same Grade Comparison		-15%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	72%	-5%	62%	5%
	2017	73%	75%	-2%	62%	11%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	70%	72%	-2%	62%	8%
	2017	71%	73%	-2%	64%	7%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2018	57%	62%	-5%	61%	-4%
	2017	59%	58%	1%	57%	2%
Same Grade Comparison		-2%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	54%	-4%	55%	-5%
	2017					
Cohort Comparison						

### Subgroup Data



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	50	32	50	52	28	43				
ELL	57	70		79	82						
BLK	41	48	53	51	49	36	33				
HSP	74	53		77	68		58				
MUL	59	51		63	40		44				
WHT	70	56	33	79	62	38	68				
FRL	52	52	53	61	53	35	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	41	53	54	53	56	22	31				
ELL	62			85							
BLK	37	49	51	50	57	40	23				
HSP	68	70		79	75						
MUL	59	69		61	64		47				
WHT	74	69	74	79	70	55	75				
FRL	51	59	60	60	63	48	44				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	Lowest 25% on Math Learning Gains
<b>Rationale</b>	This area is our lowest, and we feel that we can make improvements and increase our school grade.
<b>Intended Outcome</b>	We will improve the performance of the lowest 25% on Math FSA Learning Gains from 38% to 55%.
<b>Point Person</b>	Chris Franklin (chris.franklin@jcsb.org)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identifying the L25 students, having a mentor teacher for them</li> <li>2. Remediation before school or during wheel</li> <li>3. Observations specific to small group time</li> <li>4. Tracking/monitoring with fidelity, data chats</li> <li>5. Pull-out remediation</li> <li>6. MTSS coordinator</li> <li>7. i-Ready supplements</li> <li>8. Access to Elementary Math Resource Teacher</li> </ol>
<b>Person Responsible</b>	Chris Franklin (chris.franklin@jcsb.org)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>2 ESE teachers will offer remediation before school and 3 retired teachers will offer remediation during wheel for the L25 students.</p> <p>We have established a plan for devices, and discussed the plan with our faculty and staff. Mr. Franklin will be observing classrooms for small group instruction. Teachers will be given a list of their L25 students, and expected to know those students and find a mentor teacher for them.</p> <p>Teachers will track and monitor the L25 students with fidelity, and have data chats as needed (after 1st iReady Diagnostic, before and after the 2nd diagnostic, and prior to FSA). Mr. Franklin will also have data chats with teachers; they will be given dates ahead of time. Mr. Franklin will check time on iReady and lessons passed throughout the year to be sure it is being used with fidelity.</p> <p>Ashley Johnson will keep 2 iReady bulletin boards in the hallway to show the percentage passed of each class in Reading and Math. The numbers will be updated biweekly.</p>
<b>Person Responsible</b>	Chris Franklin (chris.franklin@jcsb.org)

Activity #2	
<b>Title</b>	Lowest 25% on ELA Learning Gains
<b>Rationale</b>	The drop in this area was shocking (14% drop), and we feel that we can make improvements and increase our school grade by focusing on this.
<b>Intended Outcome</b>	We will improve the performance of the lowest 25% on Math FSA Learning Gains from 38% to 55%.
<b>Point Person</b>	Chris Franklin (chris.franklin@jcsb.org)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Offering remediation before school or during wheel,</li> <li>2. Utilizing resources/technology available (iReady, STAR, ReadTheory, etc.)</li> <li>3. Classroom observations specific to small group instruction (Mr. Franklin),</li> <li>4. Identifying the L25 students and finding a mentor/mentors for them,</li> <li>5. Tracking/monitoring the L25 students with fidelity,</li> <li>6. Data chats between teachers and students and Mr. Franklin and teachers, and</li> <li>7. Recognizing students and classes that make growth (bulletin boards for iReady competition).</li> <li>8. Open Court Phonics supplement</li> <li>9. Coach ELA supplements</li> <li>10. Lexia Core5 ELA interventions for Tier 3 and ELL students</li> <li>11. Pull-out remediation</li> <li>12. MTSS coordinator</li> <li>13. Access to Elementary Resource Teacher</li> </ol>
<b>Person Responsible</b>	Chris Franklin (chris.franklin@jcsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>2 ESE teachers will offer remediation before school and 3 will offer remediation during wheel for the L25 students.</p> <p>We have established a plan for devices, and discussed the plan with our faculty and staff. Mr. Franklin will be observing classrooms for small group instruction.</p> <p>Teachers will be given a list of their L25 students, and expected to know those students and find a mentor teacher for them.</p> <p>Teachers will track and monitor the L25 students with fidelity, and have data chats as needed (after 1st iReady Diagnostic, before and after the 2nd diagnostic, and prior to FSA).</p> <p>Ashley Johnson will keep 2 iReady bulletin boards in the hallway to show the percentage passed of each class in Reading and Math. The numbers will be updated biweekly.</p>
<b>Person Responsible</b>	Chris Franklin (chris.franklin@jcsb.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Increase parental Involvement in a positive parent-school communication through various means such as Open House, Title I Parent Nights in different locations of the community in the evenings, and other various events at school (Doughnuts with Dads, Muffins with Moms, Thanksgiving lunch, etc.) Some teachers use the Remind App, all teachers have parent-teacher notes every nine weeks per Principal.

**PFEP Link**

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

**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.

We will have a school-wide read aloud again this year to encourage the students to have better relationships with each other and treat each other with kindness. We are hoping this will also build their self-esteem.

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.

**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.

**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.

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.

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

**Part V: Budget**

**Total:**

**\$153,855.05**