Riversink Elementary School

2018-19 Schoolwide Improvement Plan

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Riversink Elementary School

530 LONNIE RAKER LN, Crawfordville, FL 32327

https://res.wakullaschooldistrict.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 KG-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

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

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

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 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.

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.

School Leadership Team

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
Cutchen, Catherine	Dean
Harden, Holly	Instructional Coach
Russell, Ebony	Teacher, ESE

Duties

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

Simeon Nelson, Principal, oversees roles and responsibilities of members
Catherine Cutchen, Dean: Schedules and presides over meetings
Bonny Salib, School Counselor (Catherine Cutchen if needed)
Holly Harden, Instructional Coach: Provides professional development, progress monitoring data, and resources for strategies/interventions to teachers
Eboni Russell, ESE Teacher: Will create IEPs for students qualifying for services other than Speech/Language

All members share the responsibility of data collection and analysis to make data-based decisions that involve all stakeholders. They coordinate professional development and provide technical assistance to teachers to achieve school-wide 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	14	15	9	17	12	12	0	0	0	0	0	0	0	79
One or more suspensions	3	6	3	1	1	5	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	11	5	6	4	3	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	1	12	15	0	0	0	0	0	0	0	28
	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	
	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	2	7	3	4	5	7	0	0	0	0	0	0	0	28

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	7	7	1	1	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	13	13	10	2	2	0	0	0	0	0	0	0	0	40

Date this data was collected

Wednesday 8/29/2018

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	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

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	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

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?

ELA Lowest 25th Percentile performed the lowest which is consistent with SY 2016-2017; however, this subgroup did improve by 10%.

Which data component showed the greatest decline from prior year?

Math Learning Gains decreased 13% overall.

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

4th Grade Math Proficiency had a gap of minus 4% when compared to the state average.

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

Science Achievement showed the greatest improvement by 12% and we have seen an increase for two consecutive years.

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

It was decided that a teacher who was strong in science would teach all fifth grade students. She used programs such as Study Island to supplement the curriculum and C-Palms for standards mapping.

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	68%	64%	56%	65%	59%	52%
ELA Learning Gains	60%	59%	55%	61%	58%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	49%	48%	48%	51%	46%
Math Achievement	72%	64%	62%	70%	65%	58%
Math Learning Gains	62%	60%	59%	62%	63%	58%
Math Lowest 25th Percentile	56%	51%	47%	42%	47%	46%
Science Achievement	78%	64%	55%	63%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (12)	15 (11)	9 (17)	17 (19)	12 (11)	12 (15)	79 (85)
One or more suspensions	3 (0)	6 (2)	3 (3)	1 (0)	1 (3)	5 (3)	19 (11)
Course failure in ELA or Math	0 (0)	11 (2)	5 (1)	6 (1)	4 (1)	3 (1)	29 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (7)	12 (12)	15 (15)	28 (34)
	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)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	71%	66%	5%	57%	14%
	2017	77%	65%	12%	58%	19%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	63%	59%	4%	56%	7%
	2017	67%	57%	10%	56%	11%
Same Grade Comparison		-4%				
Cohort Comparison		-14%				
05	2018	62%	61%	1%	55%	7%
	2017	60%	58%	2%	53%	7%
Same Grade Comparison		2%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	65%	16%	62%	19%
	2017	68%	59%	9%	62%	6%
Same Grade Comparison		13%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison							
04	2018	58%	54%	4%	62%	-4%
	2017	70%	62%	8%	64%	6%
Same Grade Comparison		-12%					
Cohort Comparison		-10%					
05	2018	70%	66%	4%	61%	9%
	2017	80%	69%	11%	57%	23%
Same Grade Comparison		-10%					
Cohort Comparison		0%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	75%	62%	13%	55%	20%
	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	39	45	64	56	73	86	55				
BLK	70			80							
MUL	40			80							
WHT	70	61	46	71	61	58	79				
FRL	63	60	45	65	67	57	57				

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	36	39	36	45	45		45				
BLK	86	67		71	67						
HSP	50			60							
MUL	55			64							
WHT	66	56	34	76	78	54	70				
FRL	53	47	35	60	66	52	47				

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	
Title	Sustained Growth in FCAT 2.0 Science
Rationale	Riversink would like to surpass 2017-2018 science achievement results for the 2018-2019 school year by 2%.
Intended Outcome	80% of Grade 5 students taking Science FCAT 2.0/FSAA will be proficient (Level 3 or higher) for the 2018-2019 school year.
Point Person	Catherine Cutchen (catherine.cutchen@wcsb.us)

Action Step	
Description	Implementation of Science content teacher in Grade 5. Use of Study Island to reinforce standards. Implementation of the STEM Program in Media. Science interactive common board in 5th grade science classes. Use of Kagan techniques for increased student engagement. Implementation and training of teachers on the SATL notebook which aligns science to ELA standards.
Person Responsible	Simeon Nelson (simeon.nelson@wcsb.us)

Plan to Monitor Effectiveness	
Description	Science Progress Monitoring Assessment (pre and post test uploaded in Performance Matters.) Classroom Walk-Throughs/Observations Study Island Growth and Proficiency Reports 2019 FCAT 2.0 Science Results Professional development Sign-In Sheets
Person Responsible	Catherine Cutchen (catherine.cutchen@wcsb.us)

Activity #2	
Title	Increase ELA Learning Gains for Lowest 25th Percentile
Rationale	Riversink is currently 1% below state average in ELA for the lowest 25th percent of our students which has been a trend over the past years.
Intended Outcome	55% of students Grade 3-5 in the lowest 25th percentile will make learning gains in ELA.
Point Person	Catherine Cutchen (catherine.cutchen@wcsb.us)

Action Step	
Description	Implementation of the SIPPS Program for K-3 and Rewards Program for Grades 4-5. Increase in rigor using the Ready Program for Grades K-5. District implementation of SATL notebook with District Standards-based Assessments. Remediation of students in Tier 2 and Tier 3 using Title I teacher. Implementation and participation in District Collaboration Teams. Use of Common Boards in every classroom Grades K-5. Teacher training on reading strategies by Instructional Coach. Professional development for teachers on using SIPPS Program. Use of Kagan techniques to increase student engagement. Instructional Coach modelling lessons in instructional strategies to differentiate instruction for lowest quartile.
Person Responsible	Simeon Nelson (simeon.nelson@wcsb.us)

Plan to Monitor Effectiveness	
Description	District Standards-Based Assessments (DSBA) iReady Mastery Reports STAR Reading Reports Classroom Walk-Throughs Professional Development Sign In Sheets
Person Responsible	Catherine Cutchen (catherine.cutchen@wcsb.us)

Activity #3	
Title	Increase Overall Math Achievement
Rationale	FSA/FSAA Math scores decreased by 13% at the school level for Grades 3-5 in the 2017-18 school year.
Intended Outcome	75% of all students tested in Grades 3-5 on FSA/FSAA Math will score at an achievement level of 3 or higher.
Point Person	Catherine Cutchen (catherine.cutchen@wcsb.us)

Action Step	
Description	Implementation of the iReady computer software program in the classroom for Grades 4-5 students. Increase in math rigor using Ready Math in Grades K-5. Implementation of a Math Achievement Incentive Board. Use of Title I remediation teacher to provide intensive instruction for students in Tier 2 and Tier 3 of MTSS process. Implementation of Accelerated Math (AM). Use of Interactive Common Board in each classroom Grades K-5. Kagan strategies to increase student engagement. Professional development for teachers in AM. Training for teachers on research-based math interventions by Instructional Coach. Implementation of the collegial coaching cycle by grade-level Teacher Coaches.
Person Responsible	Simeon Nelson (simeon.nelson@wcsb.us)

Plan to Monitor Effectiveness	
Description	STAR Math Reports Quarterly iReady Mastery Reports AM Diagnostic Reports Classroom Walk-Throughs Professional Development Sign-In Sheets
Person Responsible	Catherine Cutchen (catherine.cutchen@wcsb.us)

Activity #4	
Title	Increasing Least Restrictive Environment (LRE) for Students with Disabilities (SWD)
Rationale	Currently, RES is below the state expectations for SWD participating in the General Education environment.
Intended Outcome	80% of SWD will participate in the general education classroom for a minimum of 1560 minutes per week.
Point Person	Bonita Salib (bonita.salib@wcsb.us)
Action Step	
Description	Participate in the renewal of the school-level BPIE. Mainstreaming SWD with Dual-Certified Teachers.
Person Responsible	Bonita Salib (bonita.salib@wcsb.us)
Plan to Monitor Effectiveness	
Description	LRE School Report Teacher consultation logs Student grades/progress reports
Person Responsible	Simeon Nelson (simeon.nelson@wcsb.us)

Activity #5	
Title	Safe and Orderly School Environment
Rationale	Research shows that students perform better in safe and orderly schools that address issues such as bullying and teach character education.
Intended Outcome	All students will participate in an educational environment that promotes a safe, drug-free, and healthy school climate- both physically and emotionally. School suspensions will decrease from 19 students in SY 2017-2018 to 14 students in SY 2018-2019.
Point Person	Bonita Salib (bonita.salib@wcsb.us)
Action Step	
Description	Bullying power points and signs for prevention for each classroom Grades K-5. Restorative Discipline training for teachers. Trauma-informed care training for all staff. Guidance lessons focusing on character education. Implementation and use of Raptor Software program for screening individuals on campus. Full-time School Resource Officer. Implementation of Save Program for Grade 5 students.
Person Responsible	Simeon Nelson (simeon.nelson@wcsb.us)
Plan to Monitor Effectiveness	
Description	Tracking bullying reports and referrals through FOCUS. Guidance Counselor Lesson Plans Track SAVE graduation rates. Monitor and track mental health referrals and crisis situations. Professional Development Sign In Sheets
Person Responsible	Bonita Salib (bonita.salib@wcsb.us)

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.

See attached Parent Involvement Plan.

During regularly scheduled SAC Meetings parents and families assist with the planning, review, and evaluation of the Title I plans, including the SIP, PFEP, and Title I project application.

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.

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. Our district also facilitates a partnership with FSU and Dr. Baker Wright to provide MTSS support. We have access to the district social worker for students in crisis. The school offers bullying prevention programs for students. Available mentors are provided for students who have been referred by school personnel. Students identified in the MTSS receive services based on individual needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Administrators meet annually with teachers at the preschool to discuss upcoming kindergartners and preschool students visit the school to become familiar with the school environment. Upon entering kindergarten, students are screened using FLKRS during the first 30 days. Students who are identified as having a reading deficiency are remediated according to the District reading Plan. In addition, the school provides four Title 1 Parent nights that address 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. Parents may access school zones on the district website.

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.

District leadership attend job fairs at the local universities to recruit new teachers. High quality, effective teachers are provided ongoing and individualized professional development to offer support and strategies to increase instructional success which leads to teacher retention and higher student achievement.The school principal and leadership team members meet as needed to interview

candidates to fill school level teaching positions.

To request an IST meeting, teachers must sign up with the Dean 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 Dean, 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.

The community and parents are involved in the development of this plan. This plan is developed in coordination and integration of all applicable programs listed below.

Title 1, Part A: Title 1 funds provide for an Instructional Coach to provide professional development, supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation through a part-time teacher, and family engagement 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 professional development for teachers from all schools based on needs determined by analyzing assessment data.

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

Title IV: Part A funds are used to for professional development for teachers in computer aided instructional programs as well as helps with the implementation of AVID and Kagan structures within the classroom.

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 preschool 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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Highest 20% of fifth grade will receive industry certification in Gaming Essentials by ICT which will allow them the opportunity to achieve advanced certification in middle school and high school.

Part V: Budget	
Total:	**$17,332.00**