

Suwannee County Schools

Suwannee Riverside Elementary



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	14
Budget to Support Goals	17

Suwannee Riverside Elementary

1625 WALKER AVE SW, Live Oak, FL 32064

sps.suwannee.k12.fl.us

Demographics

Principal: Marsha Tedder

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year

Grade

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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. 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.

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Provide the school's vision statement.

Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tedder, Marsha	Principal	
Garrison, Lisa	Assistant Principal	
Driggers, Kelly	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - 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	78	67	0	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	7	12	0	0	0	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	63	0	0	0	0	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	45	147	0	0	0	0	0	0	0	0	0	0	0	192

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	78	67	0	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	7	12	0	0	0	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	63	0	0	0	0	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	45	147	0	0	0	0	0	0	0	0	0	0	0	192

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	57%	0%	50%	55%
ELA Learning Gains	0%	64%	58%	0%	68%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	47%	52%
Math Achievement	0%	55%	63%	0%	57%	61%
Math Learning Gains	0%	64%	62%	0%	70%	61%
Math Lowest 25th Percentile	0%	31%	51%	0%	48%	51%
Science Achievement	0%	48%	53%	0%	34%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (78)	0 (67)	0 (0)	0 (0)	0 (0)	0 (0)	0 (145)
One or more suspensions	0 (7)	0 (12)	0 (0)	0 (0)	0 (0)	0 (0)	0 (19)
Course failure in ELA or Math	0 (0)	0 (63)	0 (0)	0 (0)	0 (0)	0 (0)	0 (63)
Level 1 on statewide assessment	0 (45)	0 (147)	0 (0)	0 (0)	0 (0)	0 (0)	0 (192)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ELL											
HSP											
FRL											
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In review of our iReady Data, there was a significant increase in our Reading and Math. We had an increase in both reading and math.

Reading Growth

17-18 18-19

124% 139%

Math Growth

17-18 18-19

131% 150%

Reading Proficiency

17-18 18-19

60% 70%

Math Proficiency

17-18 18-19

66% 71%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We had an increase in both reading and math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The iReady data showed that our lowest performing subgroup was our ELL students. This year we will closely monitor our ELL students. Our ELL paraprofessionals will meet weekly with their assigned teachers to review the skills that will be targeted for each ELL student. They will document the WIDA strategies in their plans.

The ELL paraprofessionals will each have a tools for instruction notebook and a provided spreadsheet to keep data on each student. During the teacher's weekly meeting with the ELL paraprofessional the data will be analyzed to determine the next step.

Which data component showed the most improvement? What new actions did your school take in this area?

We believe the increase in Reading is due to the specific instructional groups pulled during intervention time and in the 21st Century After School Program. Teachers and paraprofessionals pulled targeted groups in phonics, vocabulary, high frequency words, comprehension literature and informational text using the iReady tools for instruction. There was also a special emphasis in phonics instruction using the Phonics Dance. We believe the increase in Math is due to the consistency with the ENGAGE curriculum. Teachers and paraprofessionals also pulled targeted groups in numbers and operations, geometry, algebra and algebraic thinking using the iReady tools for instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Suwannee Primary continues to work on improving attendance. There is a reward system in place to encourage good attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELL Students
2. SWD
3. Continue improvement in both reading and math
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELL Students
Rationale	<p>The iReady data showed that our lowest performing subgroup was our ELL students. This year we will closely monitor our ELL students. Our ELL paraprofessionals will meet weekly with their assigned teachers to review the skills that will be targeted for each ELL student. They will document the WIDA strategies in their plans. The ELL paraprofessionals will each have a tools for instruction notebook and a provided spreadsheet to keep data on each student. During the teacher's weekly meeting with the ELL paraprofessional the data will be analyzed to determine the next step.</p>
State the measurable outcome the school plans to achieve	ELL students will show growth in both iReady reading and math. The ELL students will improve in all areas tested on the WIDA (Listening, Speaking, Reading, Writing)
Person responsible for monitoring outcome	Marsha Tedder (marsha.tedder@suwannee.k12.fl.us)
Evidence-based Strategy	ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills. Instruction and intervention to promote ELLs' reading fluency must focus on vocabulary and increased exposure to print.
Rationale for Evidence-based Strategy	Due to the low performance on the iReady assessment in the areas of phonics and vocabulary students will receive explicit instruction in these areas. Teachers will use WIDA strategies daily. The paraprofessionals and teachers will provide targeted small groups using the tools for instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Explicit instruction in phonological awareness 2. Explicit instruction in phonics 3. Explicit instruction in vocabulary 4. Increased exposure to print 5. WIDA strategies used daily
Person Responsible	Marsha Tedder (marsha.tedder@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The guidance counselor will continue to implement an attendance incentive. Students will be recognized and their names will also be enter in a drawing for a grand prize each nine weeks.

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 Schoolwide Improvement Plan 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.

SPS believes that building a relationship with the parents & families of their students should happen first. We know when parents and teachers communicate and work together effectively, it can significantly impact the student's academic and personal success. Our District's Vision is to ensure our students are prepared for personal success. We believe this starts with a relationship. Here are ways we try to bridge the gap between school and home. PreK teachers invite each parent to a personal one on one orientation and enrollment meeting before school starts. Our Kindergarten and First Grade teachers call each parent to invite them to a meet and greet before school starts. Four weeks after school has started, the parents are invited again to come to the school for a one on one meeting concerning their child's data, etc. We also use DOJO and CLASS TAG to communicate with parents on a daily basis. We send out automated emails and texts to parents, as well as recorded messages sent to their phones. We have a Facebook Page and Website that we keep updated so parents are in the know. Our parents love to see their children's pictures posted on our FB page and website. We invite our families to the school and welcome them to our classrooms daily. We have several events throughout the year for parents and families to enjoy (Fall Festival, Movie Night, Dinner with Parent Conferences, Literacy Night, Field Day, etc.). We welcome parents to have lunch with their child/ren. We encourage parents to join our APT/ SAC. We love for our parents to volunteer and they know they are always welcome in our building.

SPS also takes pride in the relationship built with the community. The relationships among schools and the community are essential to student learning.

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.

SPS has one Guidance Counselor and one School Psychologist who both work cooperatively with teachers, administrators and parents to assist all students in obtaining maximum benefits from the educational process. Their services include counseling students/parents, coordinating Character Education activities, participating in MTSS/IEP/ELL and assessments process, and assisting with student registrations.

Our guidance counselor also implements Sanford Harmony. It is a skills promotion program that uses free-standing lessons to promote social and emotional learning for students in PreK through sixth grade. Lessons are combined as grade bands for PreK and K, first and second grade. Each grade/grade band includes approximately 20 lessons. The program consists of five units or focus themes: diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships. These focus themes are presented in ways that are differentiated for each grade/grade band to account for students' developmental levels. In lower elementary, lessons include storybooks focused on core themes.

Sanford Harmony also integrates two teaching practices throughout the curriculum: "Meet Up" and "Buddy Up". The everyday practices of Meet Up and Buddy Up are core strategies for fostering community within the program. During Meet Up, students and teachers meet in a circle to greet one

another, share ideas and experiences, monitor classroom goals, solve problems, and participate in team building activities using Harmony Quick Connection Cards. Buddy Up is a peer buddy system designed to bring together diverse students who otherwise might not interact with one another. During Buddy Up, students engage in discussions or activities provided in the Harmony Quick Connection Cards.

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

SPS practices Response to Intervention (RTI) to ensure tiered levels of intervention are in place to ensure all students access high quality instruction, and that struggling learners, including those with learning disabilities, are identified, supported, and served early and effectively. To ensure the intervention is taking place, we have three ESE Support Facilitators who provide small group time with students in push-in programs, they review and record student data and monitor student growth. The ESE Support Facilitators provide academic, social, and emotional support for students with various disabilities. The integration of special and general education students provides all children the opportunity to learn in the least restrictive environment. Through the process of classroom instruction, intensive interventions, and multi-tiered supports, students may be identified and determined eligible for services. Whereupon, an individual education plan is constructed and implemented with goals based upon test results and state standards.

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.

We have developed learning communities made up of PreK, Kindergarten and first grade classes within each wing. This allows teachers to participate more easily in vertical articulation. This also makes it a smoother transition for the students and parents. Safety is a top priority at SPS. Having the community wings makes it easier for the younger students to become familiar with all the teachers and paraprofessionals on the wing. The paraprofessionals, guidance, and resource teachers are assigned to the certain wings and this not only makes the students feel safer, but allows the students, teachers and parents the opportunity to build stronger relationships.

Teachers are in teams and meet every week during their planning time to collaborate and one full day once a month. Our mission is to ensure every student is better and smarter now than when they first arrived. Common assessments are given to measure student mastery of essential standards. The teams analyze their data and discuss which students were still struggling, which ones need enrichment, which strategies and practices were used among team mates, what worked, what did not work, and the plan for improving the results. Teams are helping each other, sharing ideas, and helping other teams, as well. Administration and academic coach meets monthly with each team to discuss best practices, data, and any student concerns. Administration, the academic coach, guidance counselor and the school psychologist are always available to help teachers problem solve academic and behavioral concerns.

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

The relationships among schools and the community are essential to student learning. The partnerships provide many and varied benefits which include increasing school capacity and enhancing educational experiences for students. SPS partners with many different businesses in the community. The partnerships provide many and varied benefits which include increasing school capacity and enhancing educational experiences for students. Partnering with restaurants in our community for fundraisers provide an experience for the families to dine together while supporting their school to raise funding for projects such as playground equipment, instructional materials, etc. The school also partners with Fire

Department as they provide safety lessons for our students and we help them meet the deliverables in safety grants. There is a long list of partnerships we have with businesses in our community.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELL Students	\$0.00
Total:			\$0.00