

Suwannee County Schools

Suwannee Riverside Elementary



2020-21 Schoolwide Improvement Plan

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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: 7/1/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 9/22/2020.

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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Suwannee Riverside Elementary

1625 WALKER AVE SW, Live Oak, FL 32064

sps.suwannee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	47%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Suwannee County School Board on 9/22/2020.

SIP Authority

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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.

Suwannee Riverside Elementary 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.

The Suwannee Riverside Elementary School of the Arts family works together striving for academic and social excellence. We are strengthening our core values of creativity, respect, teamwork, fun, and compassion in a safe and loving environment.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Tedder, Marsha	Principal	<p>The principal is responsible for the overall administration of the school ensuring student achievement through quality instruction, a safe environment, and increased access to technology.</p> <p>The school leadership team (principal, assistant principal, and academic coach) meet monthly with grade level teachers by team to review student concerns (behavior and academic) as well as provide professional development tips for quality instruction and data review, as needed. These meetings, Tuesday Talks, take place during teachers' activity time (50 minutes) one Tuesday of each month. At this time, the leadership team also encourages instructional staff to participate in school-wide decision making.</p> <p>The school leadership team along with the counselor, school psychologist, grade level ESE facilitators, and SPL meet weekly to ensure the all the needs of students are being met.</p>
Garrison, Lisa	Assistant Principal	<p>The assistant principal, along with the principal, are responsible for the overall administration of the school ensuring student achievement through quality instruction, a safe environment, and increased access to technology.</p> <p>The school leadership team (principal, assistant principal, and academic coach) meet monthly with grade level teachers by team to review student concerns (behavior and academic) as well as provide professional development tips for quality instruction and data review, as needed. These meetings, Tuesday Talks, take place during teachers' activity time (50 minutes) one Tuesday of each month. At this time, the leadership team also encourages instructional staff to participate in school-wide decision making.</p> <p>The school leadership team along with the counselor, school psychologist, grade level ESE facilitators, and SLP meet weekly to ensure the all the needs of students are being met.</p>
Driggers, Kelly	Instructional Coach	<p>The Academic Coach is a part of the school leadership team (principal, assistant principal, and academic coach) and meet weekly. The Coach meets monthly with grade level teachers by team to review student academic concerns as well as provide professional development tips for quality instruction and data review.</p> <p>The school leadership team along with the counselor, school psychologist, grade level ESE facilitators, and SLP meet weekly to ensure the all the needs of students are being met.</p>

Demographic Information

Principal start date

Wednesday 7/1/2015, Marsha Tedder

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 .	

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	125	130	143	134	140	129	0	0	0	0	0	0	0	801
Attendance below 90 percent	33	31	25	28	27	17	0	0	0	0	0	0	0	161
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	3	5	14	1	0	0	0	0	0	0	0	25
Course failure in Math	0	0	3	4	13	5	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	17	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	21	0	0	0	0	0	0	0	27
	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	3	5	16	17	0	0	0	0	0	0	0	41

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	13	10	4	0	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/10/2020

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	
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	

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	
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	

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	
	(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	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					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

iReady data (Diagnostic 1) revealed that our Math is considerably low school wide at 14% on or above grade level. Students did not receive the needed instruction the last nine weeks of school last year due to the pandemic. We knew the first diagnostic would be significantly low. However, in comparison with the district's data for Diagnostic 1 (K-5) last year at 18%, we feel that with interventions in place and extra support to ELL and ESE students, we will be see a climb on achievement mid year.

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

The greatest decline from last year, would be 4th grade iReady Reading at 16% on or above grade level compared to 29% previous year.

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.

Our school wide iReady data for reading is 27% on or above grade level and math is 14%. The state average is 57% and 63%. One factor is the timing of this data. Our data is not end of year data like the state.

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

Our Kindergarten was at 31% on iReady Reading for Diagnostic 1. In comparison with the district iReady Reading (k-5) score at 12% last year, this is great improvement. We would like to believe it is because 25% of our Kindergarten students this year were in the school's VPK program last year and were familiar with the school staff and expectations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A huge area of concern this year is "attendance below 90%" and we know that the pandemic is a factor. However, we will still make attempts at encouraging the importance of attendance. The other area of concern would be the students (2nd - 5th) who needed to be retained and were not, due to the pandemic.

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

GOAL 1 – Improving Student Achievement through Art Integration

Research from Florida Alliance for Art Education (FAAE) found the correlation between increased student achievement and art integration was overwhelming. When students received arts-integrated lessons compared to more traditional teaching practices, they improved their ability to assess their learning, and reported that the arts integrated instruction created greater intrinsic motivation, encouraged learning for understanding, turned what students perceived to be barriers into opportunities to be solved, and motivated students to continue learning.

Florida's arts standards use the National Standards for Arts Education as their basis: What Every Young American Should Know and Be Able to Do in the Arts. Students should be able to communicate at a basic level in the four arts disciplines - dance, music, theatre, and the visual arts and communicate proficiently in at least one art form.

Each month, teachers work collaboratively integrating one of the following art disciplines into their lessons. We call it SPOTLIGHT on

- Visual Arts: Students will explore subjects such as drawing, painting, sculpture, photography, and graphic design. (September and January)
- Music: Students will learn the fundamentals of singing and playing various instruments such as xylophones, recorders, and percussion. (October and February)
- Creative Movement: Students will explore various forms of movement including dance, martial arts, stage combat, yoga, and aerobics. (November and March)
- Drama: Students will learn the basics of acting, stage direction, film, puppetry, and set/prop creation. (December and April)

GOAL 2 – MELD services for our ESE Students

This year we will focus on the MELD program in our ESE self-contained classrooms as well as our VPK and 3 year old classrooms. The MELD program is a Multimodal Early Language Development (MELD) Project, a program designed to address the needs of pre-K children who are nonverbal or who have complex communication challenges. In addition, each grade level will have a designated support facilitator who will provide services in the classroom for our ESE students.

GOAL 3 –Providing extra support for ELL Students

We will be providing extra support to our English Language Learners. English Immersion is most appropriate for elementary school children who are completely new to English. The focus is on learning language rather than content, and the small group environment really is conducive to doing so. This model is often used to provide intensive content instruction to ELLs by Paraprofessionals led by the Academic Coach.

GOAL 4 –Increasing the Opportunities for Technology Interaction with 1:1 Chromebooks and Parent Involvement

With a chromebook for every student, our students will rotate through centers throughout the day using iReady Reading and Math, Accelerated Reader, Zearn, English in a Flash, Education Galaxy, and other educational sites and/or programs. Our teachers will also create Canvas Classrooms to ensure students and parents are using Canvas and parents for student assignments. Class Dojo, Class Tag, and Remind are used to interact with students and parents concerning daily activities, assignments, rewards, and behaviors.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	We will be implementing the Multimodal Early Language Development (MELD) Project. MELD is a program designed to address the needs of pre-K children who are nonverbal or who have complex communication challenges. MELD will be implemented in our ESE self-contained classrooms as well as our three year old and VPK classrooms. The MELD Project serves children with a variety of disorders, including those with autism spectrum disorders, significant cognitive impairments, and cerebral palsy and other motor impairments.
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Measurable Outcome: ESE students will show improvement in communication challenges.

Person responsible for monitoring outcome: Marsha Tedder (marsha.tedder@suwannee.k12.fl.us)

Evidence-based Strategy: The MELD program will be implemented in our ESE self-contained classrooms as well as our three year old and VPK classrooms.

Rationale for Evidence-based Strategy: This year we will focus on the MELD program in our ESE self-contained classrooms as well as our VPK and 3 year old classrooms. The MELD program is a Multimodal Early Language Development (MELD) Project, a program designed to address the needs of pre-K children who are nonverbal or who have complex communication challenges. In addition, each grade level will have a designated support facilitator who will provide services in the classroom for our ESE students.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus**

Description and Rationale: Improving Student Achievement/Engagement through Art Integration

Measurable Outcome: All students at Suwannee Riverside Elementary will show growth in Reading, Math, Science and Writing due to the increase of art integration in their academic lessons.

Person responsible for monitoring outcome:

Marsha Tedder (marsha.tedder@suwannee.k12.fl.us)

Evidence-based Strategy:

Florida's arts standards use the National Standards for Arts Education as their basis: What Every Young American Should Know and Be Able to Do in the Arts. Students should be able to communicate at a basic level in the four arts disciplines - dance, music, theater, and the visual arts and communicate proficiently in at least one art form.

Teachers work collaboratively on planning for the integration of the following art disciplines into their lessons, highlighting one of the four disciplines each month.

- Visual Arts: Students will explore subjects such as drawing, painting, sculpture, photography, and graphic design.
- Music: Students will learn the fundamentals of singing and playing various instruments such as xylophones, recorders, and percussion.
- Creative Movement: Students will explore various forms of movement including dance, martial arts, stage combat, yoga, and aerobics.
- Drama: Students will learn the basics of acting, stage direction, film, puppetry, and set/prop creation.

Rationale for Evidence-based Strategy:

Research from Florida Alliance for Art Education (FAAE) found the correlation between increased student achievement and art integration was overwhelming. When students received arts-integrated lessons compared to more traditional teaching practices, they improved their ability to assess their learning, and reported that the arts integrated instruction created greater intrinsic motivation, encouraged learning for understanding, turned what students perceived to be barriers into opportunities to be solved, and motivated students to continue learning.

Action Steps to Implement

Teachers will meet in PLCs and plan on each art discipline each month. Teachers will upload the spotlight in their lesson plans, integrate it in the curriculum, and share with the school and families.

Person Responsible

Lisa Garrison (lisa.garrison@suwannee.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Providing extra support for ELL Students
We will be providing extra support to our English Language Learners. English Immersion is most appropriate for elementary school children who are completely new to English. The focus is on learning language rather than content, and the small group environment really is conducive to doing so. This model is often used to provide intensive content instruction to ELLs by Paraprofessionals led by the Academic Coach.

Measurable Outcome: 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: Kelly Driggers (kelly.driggers@suwannee.k12.fl.us)

Evidence-based Strategy: ELL students need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills. If students score below level in Phonological Awareness and Phonics the students will be placed will work in small groups that focus on Language for Learning, Phonemic Awareness Activities-Road to the Code, Letters and Sounds (multisensory) and Basic Leveled Readers

Rationale for Evidence-based Strategy: If students score below level in Phonological Awareness and Phonics students will receive explicit instruction in these areas. Teachers will use WIDA strategies daily. The paraprofessionals and teachers will provide targeted small groups.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our faculty and staff met the first few days of pre planning for a team building activity to collaborate on our core values and write our vision statement, which the staff and students recite every morning: The Suwannee Riverside Elementary School of the Arts family works together striving for academic and social excellence. We are strengthening our core values of creativity, respect, teamwork, fun, and compassion in a safe and loving environment.

Our District's Vision is to ensure our students are prepared for personal success. We strongly believe that building a relationship with parents & families should happen first to ensure every child is successful. We know when parents and teachers communicate and work together effectively, it can significantly impact the student's academic and personal success.

We find ways 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 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, CLASS TAG and REMIND 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 have several events throughout the year for parents and families to enjoy (Fall Festival, Painting with a Purpose Nights, Movie Night, Fall, Winter and Spring productions, Parent Conference Night, Literacy Night, Field Day, Donuts with Dads, and Muffin for Moms, etc.). 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.

We are always encouraging our staff members to find ways to show gratitude towards each other. We have a staff gratitude box that the staff fills with grateful comments about each other. Each month we draw five staff names from the box and a local business partner provides a special lunch for our "Grateful Winners".

We also provide an EXTRA MOST BESTEST CLUB rewarding students who exemplify excellent character traits. Every week, each teacher picks a student deserving of the reward. The students have pizza and play in the Riverside Arcade with SRO Joe Carey and Ms. Patten, Guidance Counselor.

We love our community partners. One of our many partners, Painting with a Twist, is sponsoring a fundraiser called Painting with a Purpose night. The adult and child will paint together and take home a set of paintings to keep. Other community partners provide lunches for teachers (Papa Johns and Beef O Bradys) and some give great deals on sand for our playground (The Dirt Man).

Parent Family and Engagement Plan (PFEP) Link

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