

Suwannee County Schools

Suwannee Riverside Elementary



2021-22 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: 9/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Suwannee County School Board.

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)	2020-21 Title I School	2020-21 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	44%

School Grades History

Year	2020-21
Grade	

School Board Approval

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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	Position Title	Job Duties and Responsibilities
Tedder, Marsha	Principal	<p>Principal</p> <ul style="list-style-type: none"> * (1) Provide instructional leadership and supervision for student achievement. * (2) Manage and administer the development, implementation and assessment of the instructional program at the assigned school. * (3) Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to improvement of instruction and student performance. * (4) Promote high student achievement. * (5) Coordinate program planning with District instructional staff. * (6) Supervise the selection of textbooks, materials and equipment. * (7) Supervise the testing program for the school. * (8) Align school initiatives with district, state and school goals. * (9) Establish and coordinate procedures for students, teachers, parents and the community to evaluate curriculum. * (10) Direct the development of the school's schedule and assign teachers according to identified needs. * (11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (12) Provide leadership in the effective use of technology in the classroom. * (13) Facilitate, monitor and coordinate the implementation of ESOL programs and services for schools designated as ESOL centers. * (14) Facilitate, monitor and coordinate the implementation of Pre- Kindergarten programs and services at designated sites. <p>Personnel Action Services</p> <ul style="list-style-type: none"> * (15) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. * (16) Interview and select qualified personnel to be recommended for employment. * (17) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (18) Implement and administer negotiated employee contracts at the school site. * (19) Assign and supervise school personnel to special projects for the enhancement of student learning. * (20) Establish job assignments for school-site administrators, teachers and support personnel. * (21) Develop and administer duty rosters for certificated and non- certificated staff as required. * (22) Manage and administer personnel development through training, in-service and other developmental activities. * (23) Provide training opportunities and feedback to personnel at the assigned school. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> * (24) Supervise the operation and management of all activities and functions at the assigned school. * (25) Develop positive school/community relations and act as liaison between the school and community. * (26) Access, analyze, interpret and use data in decision-making. * (27) Establish procedures for an accreditation program and monitor accreditation

Name	Position Title	Job Duties and Responsibilities
		<p>standards at the assigned school.</p> <p>*(28) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>*(29) Monitor the custodial program at the school to ensure a clean, healthy and safe learning environment.</p> <p>*(30) Supervise the orderly movement and safety of transportation services on school grounds.</p> <p>*(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts.</p> <p>*(32) Establish and manage accurate student accounting and attendance procedures at the assigned school.</p> <p>*(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>*(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.</p> <p>*(35) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school.</p> <p>*(37) Supervise the preparation and maintenance of accurate and timely reports and records.</p> <p>Student Support Services</p> <p>*(38) Establish school guidelines and enforce District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(39) Facilitate a program of family and community involvement.</p> <p>*(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met.</p> <p>*(41) Establish procedures to be used in the event of school crisis and/ or civil disobedience and provide leadership in the event of such happenings.</p> <p>*(42) Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>*(43) Approve all school-sponsored activities and maintain a calendar of all school events.</p> <p>*(44) Maintain visibility and accessibility on the school campus.</p> <p>*(45) Attend school-related activities and events. Personal/Professional</p> <p>Employee Qualities</p> <p>*(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>*(47) Communicate effectively, both orally and in writing, with parents, students, teachers and the community.</p> <p>*(48) Model effective listening and positive interaction skills.</p> <p>*(49) Maintain and model high standards of professional conduct.</p> <p>*(50) Set high goals and standards for self, others and the organization.</p> <p>*(51) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(52) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required.</p> <p>Leadership</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*(53) Provide leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council.</p> <p>*(54) Establish a vision and mission for the school in collaboration with key stakeholders.</p> <p>*(55) Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>*(56) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(57) Access District and community resources to meet school needs.</p> <p>*(58) Anticipate problems and difficult situations and plan appropriately to handle them.</p> <p>*(59) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference with operations.</p> <p>*(60) Provide recognition and celebration for staff, student and school accomplishment.</p> <p>*(61) Build teams to accomplish plans, goals and priorities.</p> <p>*(62) Promote and market the school and its priorities.</p> <p>(63) Perform other tasks consistent with the goals and objectives of this position.</p> <p>(64) Shall assume additional responsibilities as assigned by the Superintendent.</p>
Garrison, Lisa	Assistant Principal	<p>Assistant Principal Job Description</p> <p>Instructional Program Leadership/Development</p> <p>* (1) Provide instructional leadership and supervision for student achievement.</p> <p>* (2) Design short- and long-range plans related to the instructional program using District guidelines, current research, performance data and feedback from students, staff and parents.</p> <p>* (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media.</p> <p>* (4) Assist classroom teachers in the interpretation of the requirements of the District instructional program and the development of procedures to meet individual student needs.</p> <p>* (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates.</p> <p>* (6) Assist with the administration and coordination of student instructional support programs.</p> <p>* (7) Provide assistance to District staff in the development and interpretation of the district instructional program.</p> <p>* (8) Provide assistance to District staff with regard to the Pupil Progression Plan.</p> <p>Personnel Action Services</p> <p>* (9) Assist with the interview and selection of personnel to be recommended for employment as required.</p> <p>*(10) Assist in the orientation of new teaching personnel.</p> <p>*(11) Coordinate the staff development program at the school as assigned.</p> <p>*(12) Provide training programs and feedback to instructional personnel as required.</p> <p>*(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> *(14) Collaborate with school and District staff on the development and implementation of District curriculum initiatives. *(15) Provide for the development of the master schedule. *(16) Coordinate and monitor test administration. *(17) Coordinate the selection, requisition and use of all instructional materials. *(18) Supervise the preparation and maintenance of all required reports and records. *(19) Provide assistance to the principal in the formulation and implementation of general school policies and regulations. *(20) Provide assistance to the principal in the establishment and maintenance of good public relations and promotion of student and staff morale. *(21) Assist, as needed, with disciplinary issues. *(22) Keep principal informed of potential problems or unusual events. <p>Student Support Services</p> <ul style="list-style-type: none"> *(23) Assist teachers to ensure that individual student educational and developmental needs are addressed. *(24) Monitor scope and sequence of curriculum offered at school to ensure that student growth/achievement is continuous and appropriate for age group to assist in meeting needs of students. *(25) Consult with parents, teachers and other school staff to assist in meeting needs of students. *(26) Work with parents to resolve complaints or concerns. *(27) Maintain visibility and accessibility on the school campus. *(28) Attend school-related activities and events as required. <p>Personal/Professional Employee Qualities</p> <ul style="list-style-type: none"> *(29) Participate in county-wide management meetings and other meetings and activities appropriate for professional development. *(30) Communicate effectively, both orally and in writing, with students, parents, teachers, District personnel and the community. *(31) Model effective listening and positive interaction skills. *(32) Set high goals and standards for self, others and the organization. *(33) Model and maintain high standards of professional conduct. *(34) Keep abreast of trends and changes in educational programs and procedures. *(35) Complete all required reports and maintain all appropriate records. <p>Leadership</p> <ul style="list-style-type: none"> *(36) Assist in the building of teams to accomplish plans, goals and priorities. *(37) Assess community and District resources to meet school needs. *(38) Follow procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. *(39) Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations. *(40) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. (41) Perform other incidental tasks consistent with the goals and objectives of this position. (42) Shall assume additional responsibilities as assigned by the Superintendent.

Demographic Information

Principal start date

Friday 9/24/2021, 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.*

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.*

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

887

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	131	123	132	158	128	146	0	0	0	0	0	0	0	818
Attendance below 90 percent	41	41	49	47	54	48	0	0	0	0	0	0	0	280
One or more suspensions	0	0	0	1	4	6	0	0	0	0	0	0	0	11
Course failure in ELA	0	2	3	5	9	12	0	0	0	0	0	0	0	31
Course failure in Math	0	1	3	8	8	13	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	21	50	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	42	64	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	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	1	3	9	32	38	0	0	0	0	0	0	0	83

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	3	1	9	0	2	0	0	0	0	0	0	0	22
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

Friday 9/24/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					53%	57%		53%	56%
ELA Learning Gains					64%	58%		63%	55%
ELA Lowest 25th Percentile					50%	53%		38%	48%
Math Achievement					55%	63%		55%	62%
Math Learning Gains					64%	62%		54%	59%
Math Lowest 25th Percentile					31%	51%		22%	47%
Science Achievement					48%	53%		48%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool use at SRE for K-5 ELA and Math is iReady. The tool used for 5th grade science is performance matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	43%	76%
	Economically Disadvantaged	21%	43%	76%
	Students With Disabilities	13%	34%	56%
	English Language Learners	7%	14%	46%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	37%	76%
	Economically Disadvantaged	10%	37%	76%
	Students With Disabilities	13%	26%	56%
	English Language Learners	0%	20%	67%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	53%	62%
	Economically Disadvantaged	26%	53%	62%
	Students With Disabilities	14%	33%	33%
	English Language Learners	0%	29%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	37%	72%
	Economically Disadvantaged	17%	37%	72%
	Students With Disabilities	19%	27%	50%
	English Language Learners	6%	18%	50%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	50%	61%
	Economically Disadvantaged	41%	50%	61%
	Students With Disabilities	13%	29%	35%
	English Language Learners	18%	11%	21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	25%	49%
	Economically Disadvantaged	7%	25%	49%
	Students With Disabilities	3%	13%	29%
	English Language Learners	0%	11%	26%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	34%	34%
	Economically Disadvantaged	17%	34%	34%
	Students With Disabilities	0%	14%	19%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	28%	43%
	Economically Disadvantaged	14%	28%	43%
	Students With Disabilities	0%	14%	20%
	English Language Learners	5%	10%	19%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	36%	48%
	Economically Disadvantaged	26%	36%	48%
	Students With Disabilities	11%	16%	25%
	English Language Learners	0%	0%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	34%	52%
	Economically Disadvantaged	13%	34%	52%
	Students With Disabilities	5%	11%	28%
	English Language Learners	0%	0%	35%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	15		10	5	9	5				
ELL	25	33		32	44		18				
BLK	32	14		25	14		11				
HSP	33	35		34	35	30	23				
MUL	56			44							
WHT	49	48	46	49	44	36	46				
FRL	35	31	18	33	28	20	26				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a consistent decline in reading and math proficiency from Kindergarten to fourth grade with an increase occurring in 5th grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In 2019, our school was strictly Pre-K - 1st grade school. We reconfigured to a Pre-K - 5th grade school beginning with the 20-21 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The decline in ELA and Math especially in the ELL students. Our strategies for improving reading for all students, which include the SWD and ELL students begin with the newly purchased ELA curriculum HMH ELA - evidence based curriculum, Reading Horizons (evidence based multi sensory phonics program) for all our 2nd Grade students, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 daily small group teacher led instruction, extra support provided daily to specifically practice and reinforce structured literacy lessons provided by the teacher, teachers meet in grade level data-driven PLCs to share best practices, Literacy Leadership Team will determine PD for teachers and define instructional weaknesses and strengths. The ELL will also receive daily small group instruction focusing on language based activities.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019, our school was strictly Pre-K - 1st grade school. We reconfigured to a Pre-K - 5th grade school beginning with the 20-21 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The decline in ELA and Math especially in the SWD students. ESE Support facilitators will provide extra support to ensure all ESE students receive extra small group times during the week to work on specific IEP goals. The times scheduled will be during the intervention time and students will not be pulled during the whole group instruction. Classroom teachers will also provide extra small group support to our SWD students.

What strategies will need to be implemented in order to accelerate learning?

- ALL students receive 90 minutes of uninterrupted whole group Reading and Math instruction.
- Administration created teacher and para schedules to ensure intervention times and small group times are sacred and monitored by administrative walk-throughs with feedback.
- Para small groups are scheduled specifically to practice/reinforce structured literacy and math lessons provided by the teacher.
- Tier 2 and Tier 3 literacy and math instruction is teacher instructed, in small group or one on one, skill specific, documented and monitored.
- Additional Tier 3 literacy instruction is provided in Reading Camp after school for one hour for 12 students in each of the following grade levels (two 4th grade, one 3rd grade).
- Academic Coach is providing targeted literacy intervention to retained 3rd graders and striving 5th grade readers.
- Teachers meet in grade level data driven PLCs to share best practices, analyze data and dig deeper into standards. The PLC meeting minutes are uploaded in Canvas and monitored. The teachers also meet with the Administrative Lead Team to discuss and closely monitor our data wall to ensure instruction is data driven and transparent.
- Our Literacy Leadership team will help determine Professional Development for our teachers, define instructional weaknesses and strengths by analyzing walk through data, and collaborate to plan for student success.
- Jim Wilson provides monthly PD to our teachers (strategies, fluency, BEST standards)

- Reading Horizons, an evidence based multisensory phonics program, is being implemented in our 2nd grade classrooms and SWD.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The academic coach models and provides PD on instructional strategies/multi-sensory, provides PD on BEST standards and Houghton Mifflin Harcourt (reading curriculum) , provides assistance with the MTSS process, monthly math PD is offered by the district math coordinator. The second grade team and support facilitators will receive Reading Horizons PD.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The data from Reading Horizons will be evaluated and if it is successful in 2nd grade and with our students with disabilities we will implement it in the remaining primary grades.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus**

Description and Rationale: 17% of our ELL students are proficient on FSA ELA

Measurable Outcome: Increase our ELL student proficiency on the FSA ELA to 25%

Monitoring: iReady Growth Monitoring, iReady Diagnostics, Common Assessments, summative and formative assessments, FSA and classroom grades.

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

Evidence-based Strategy: Our strategies for improving reading for all students, which include the ELL begin with the newly purchased ELA curriculum HMH ELA - evidence based curriculum, Reading Horizons (evidence based multi sensory phonics program) for all our 2nd Grade students, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 daily small group teacher led instruction, extra support provided daily to specifically practice and reinforce structured literacy lessons provided by the teacher, teachers meet in grade level data-driven PLCs to share best practices, Literacy Leadership Team will determine PD for teachers and define instructional weaknesses and strengths. The ELL will also receive daily small group instruction focusing on language based activities.

Rationale for Evidence-based Strategy: The rationale is that all of our students, especially our ELL, ESE and T2/T3 students need a research-based and proven literacy solution to set every student on a path to reading and writing proficiency. HMH ELA and Reading Horizons provides this.

Action Steps to Implement

Bilingual Paras are providing daily small group language based activities from HMH and Reading Horizons to ELL students.

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

No description entered

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

Description and Rationale: 19% of our ESE students are proficient on the FSA ELA

Measurable Outcome:

Increase our ESE student proficiency on the FSA ELA to 25%

Monitoring:

iReady Growth Monitoring, iReady Diagnostics, Common Assessments, summative and formative assessments, FSA and classroom grades.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Our strategies for improving reading for all students, which include the ESE begin with the newly purchased ELA curriculum HMH ELA - evidence based curriculum, Reading Horizons (evidence based multi sensory phonics program) for all our 2nd Grade students, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 daily small group teacher led instruction, ESE Support facilitators push in our pull out ESE students 2-3 times each week depending on their IEP goals, extra support provided daily to specifically practice and reinforce structured literacy lessons provided by the teacher, teachers meet in grade level data-driven PLCs to share best practices, Literacy Leadership Team will determine PD for teachers and define instructional weaknesses and strengths.

Rationale for Evidence-based Strategy:

The rationale is that all of our students, especially our ELL, ESE and T2/T3 students need a research-based and proven literacy solution to set every student on a path to reading and writing proficiency. HMH ELA and Reading Horizons provides this.

Action Steps to Implement

ESE Support facilitators have been provided with extra support to ensure all ESE students received extra small group times during the week to work on specific IEP goals.

Person Responsible

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

#3. Other specifically relating to Attendance**Area of Focus**

Description and Rationale: 30% of our students are below the 90% attendance rate

Measurable Outcome:

Reduce the number of students below the 90% rate to 25%

Monitoring:

Students cannot learn if they are not in school. Attendance Meetings will be held weekly and parents/guardians will be contacted via letters, phone, and/or face to face to ensure they have all the support they need to get their child to school. They will also be made aware of truancy laws. There will be a close eye on the EWS report for attendance and other issues to manage and support the needs of students.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Research has identified attendance, behavior, and course performance — the “ABCs” — as powerful predictors of high school completion (Bruce et al. 2011). The three make up the early warning system which is a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school.

Rationale for Evidence-based Strategy:

Students need to be in school to learn and we do not want our students dropping out of school. Research has identified attendance, behavior, and course performance — the “ABCs” — as powerful predictors of high school completion (Bruce et al. 2011). The three make up the early warning system which is a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school.

Action Steps to Implement

The Assistant Principal and Guidance Counselor meet weekly to monitor attendance, contact parents, and meet with parents.

Person Responsible

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

#4. Other specifically relating to Discipline Referrals**Area of Focus**

Description and Rationale: There were 142 referrals last school year.

Measurable Outcome: Reduce the number of referrals this year by 10%

Monitoring: We have a new Dean to help with discipline and monitor the referrals She has put several things in place already this year which includes discipline documentation forms, CHAMPS procedures, tracking positive behavior with positive behavior cards, instituted In-School Suspension. She has been trained on SESIR, Mental Health, and Comprehensive School Threat Assessments (Intervention and Support to Prevent Violence).

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

Evidence-based Strategy: CHAMPS is an evidence based behavior management system.

Rationale for Evidence-based Strategy: Research has identified attendance, behavior, and course performance — the “ABCs” — as powerful predictors of high school completion (Bruce et al. 2011). The three make up the early warning system which is a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school.

Action Steps to Implement

We have a new Dean to help with discipline and monitor the referrals

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No data was given to Riverside due to the reconfiguration.

Research has identified attendance, behavior, and course performance — the “ABCs” — as powerful predictors of high school completion (Bruce et al. 2011). The three make up the early warning system which is a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. We have a new Dean to help with discipline and monitor the referrals She has put several things in place already this year which includes discipline documentation forms, CHAMPS procedures, tracking positive behavior with positive behavior cards, instituted In-School Suspension. She has been trained on SESIR, Mental Health, and Comprehensive School Threat Assessments.

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.

Our staff continuously instills our core values at Suwannee Riverside. The staff and students recite the vision statement 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 and District Advisory Council. 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 celebrity shout-outs each month. The staff fills out a shout-out 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 "Staff Celebrities".

We also provide an OSCAR Club "Our Students Can Act Responsibly" rewarding students who exemplify excellent character traits. Once a month each teacher picks a student deserving of the reward. The students have pizza and play in the Riverside Arcade with Mrs. Kelli Roberts, Guidance Counselor.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have a very active Association of Parents and Teachers "APT". The APT parents are very active in many ways at Riverside. They organize the different fundraisers, volunteer in different ways such as Walk for Riverside, Book Fairs, Fall Festivals and so much more.

We love our community partners. One of our many partners, Painting with a Twist, sponsors a fundraiser night called Painting with a Purpose night. The adult and child paint together and take home a set of paintings to keep. Other community partners provide lunches for teachers (Papa Johns and Beef O Bradys). Keen's Portable Buildings is our Lunch and Learn partner for the 2021-2022 school year. Dairy Queen not only provides a fundraising night for our school, but also gives us several certificates to use to encourage our students to exemplify the core values. Many of our local businesses donate gift baskets and goodies during our Teacher/Staff Appreciation week in May.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Other: Attendance	\$0.00
4	III.A.	Areas of Focus: Other: Discipline Referrals	\$0.00
Total:			\$0.00