



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Riverside Elementary School

2958 CHEROKEE ST

Marianna, FL 32446

850-482-9611

<http://res.jcsb.org>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 67%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 46%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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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### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Riverside Elementary School

##### Principal

Chris Franklin

##### School Advisory Council chair

Hope Commander

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Chris Franklin	Principal
Sue Ann Tharp	Assistant Principal
Melody Pender	Guidance
Cindy James	Secretary
Kelly Parmer	RtI/ESE Lead
Elizabeth Glover	Guidance
Hope Commander	SAC Chair

#### District-Level Information

##### District

Jackson

##### Superintendent

Mr. Steve R Benton, Sr

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The membership of the SAC committee is comprised of :

The majority of the SAC members are not employed by the school district.

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

Riverside's SAC is invited to help develop the School Improvement Plan. Council Members are provided with copies for review and are asked to participate in discussions regarding the development of the plan.

All council input is considered in the development of the plan, which must be approved later by the council prior to submission. Additionally, council members are invited back at quarterly meetings to discuss progress monitoring, etc.

**Activities of the SAC for the upcoming school year**

The School Advisory Council functions in accordance with the state rules and regulations regarding advisory council. The council will meet quarterly to discuss various aspects of the School Improvement. It will provide input, review and approve the School Improvement Plan. Also, it will decide how to spend funds in the School Improvement Budget. Also, Mr. Chris Franklin will explain Title 1 information and how Title 1 funds are spent at Riverside Elementary during the first meeting for all of the new council members. Input is requested of members throughout the school year.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Chris Franklin**

Principal

Years as Administrator: 10

Years at Current School: 0

**Credentials**

BS- Agricultural Education, M.Ed- Educational Leadership, Sp.Ed- Educational Leadership  
 Certified: Agriculture 6-12, Educational Leadership- All Levels, School Principal- All Levels

**Performance Record**

2011-2012 B  
 2010-2011 B No AYP  
 2009-2010 A No AYP  
 2008-2009 A No AYP  
 Has B.S. in Agricultural Education  
 Masters of Science in Ed Leadership  
 Specialist in School Principal

**Sue Ann Tharp**

Asst Principal

Years as Administrator: 9

Years at Current School: 1

**Credentials**

Bachelors in Middle School/Junior High Mathematics Education and Masters in Educational Leadership,  
General Science (5-9),  
Mathematics (6-12),  
Middle Grades, Endorsement

**Performance Record**

2012-2013@Riverside  
School Grade – B  
ACH Levels Mastery  
Reading:65%, Math:61%.  
Writing:81%, Science: 59%  
2011-2012:@ Riverside  
School Grade: A  
ACH Levels: Mastery  
Reading:72%, Math:74%, Writing:79%,  
Science:57%  
2010-2011: @ Marianna Middle  
Grade: A, Reading Mastery: 73%, Math  
Mastery: 75%, Science Mastery: 51%,  
Writing Mastery: 84%  
2009-2010: @ Marianna Middle  
Grade: B, Reading Mastery: 69%, Math  
Mastery: 69%, Science Mastery: 50%,  
Writing Mastery: 82%

**Classroom Teachers****# of classroom teachers**

39

**# receiving effective rating or higher**

38, 97%

**# Highly Qualified Teachers**

100%

**# certified in-field**

39, 100%

**# ESOL endorsed**

11, 28%

**# reading endorsed**

13, 33%

**# with advanced degrees**

9, 23%

**# National Board Certified**

2, 5%



**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

8, 21%

**# with 6-14 years of experience**

14, 36%

**# with 15 or more years of experience**

17, 44%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

100, 1111%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Deputy Superintendent- Cheryl McDaniel

Director of Elementary and Early Education-John Ellerbee;

Principal- Chris Franklin

August 2013-June 2014

2. Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Director of Elementary and Early Education-John Ellerbee;

Principal- Chris Franklin

July 2013-June 2014

3. Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge

Director of Elementary and Early Education-John Ellerbee

Principal- Chris Franklin

Michael Kilts-Supervisor of Federal Programs

July 2013-June 2014

4. Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, Reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers

Director of Elementary and Early Education-John Ellerbee;

Principal- Chris Franklin;

Michael Kilts- Supervisor of Federal Programs

July 2013-June 2014

5. Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.

Director of Elementary Education- John Ellerbee;

Principal- Chris Franklin

September 2013- June 2014

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson

County New Teacher program. Our school has two beginning teachers for the 2013-14 school year.

Both of

our beginning teachers are paired with high performing, experienced colleagues in their grade level.

Close

proximity and effectiveness of paired teacher is taken into consideration for each pairing. Beginning teachers

also meet with content specialists on our school-based leadership team.

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
  - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
  - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
  - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
  - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
  - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
  - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
  - Teacher – of the student whose needs are being addressed
  - Parent/Guardian – of the student whose needs are being addressed
  - Speech/Language Pathologist –as needed—assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Core (T1 \*monitored 3x yr) Data Sources: \*ThinkLink (reading, math, science), FCAT (reading, math, science, writing- as applicable) \*Jackson County Writes, \*Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),

i-ready Math (K-2), Think Through Math (3-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

## Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

**Strategy:** Summer Program

**Minutes added to school year:** 25

3rd grade reading camp for students that failed reading state academic assessment.

#### Strategy Purpose(s)

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#### How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT data determines student participation. Stanford 10 results determine student progression.

#### Who is responsible for monitoring implementation of this strategy?

John Ellerbee, Director of Elementary Education.

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Ashley Merritt	Media Specialist
Jamie Goodwin	5th Grade Teacher
Christy McAllister	5th Grade Teacher
Sheri Byrd	3rd Grade Teacher
Holly Nichols	3rd Grade Teacher
Robin Calloway	4th Grade Teacher/ESE
Jennifer Waller	4th Grade Teacher
Sue Ann Tharp	Assistant Principal

#### How the school-based LLT functions

Quarterly meetings, held a book study on Vocabulary (weakness on test scores contributing factor), discussed programs to improve instruction (AR program)

### **Major initiatives of the LLT**

Next Year: continue services for the next school year, inservice and activities will be based on data from assessments and follow the K-12 Comprehensive Research-Based Reading Plan. Look for additional resources in this area. Consumable Materials available to teach specific strand under the standard to attach to Curriculum Mapping to provide additional resources if there is an issue with teaching a specific benchmark.

### **Every Teacher Contributes to Reading Instruction**

#### **How the school ensures every teacher contributes to the reading improvement of every student**

Teachers went to summer inservice with Kathy Orropallo, professional Consultant in Reading. She taught classes and demonstrated for teachers scientifically researched techniques to teach reading through content classes. The principal and assistant principal will perform classroom walk-throughs to insure that teachers are doing the techniques learned during the summer inservices.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	65%	No	70%
American Indian				
Asian				
Black/African American	47%	46%	No	52%
Hispanic	67%		No	70%
White	80%	78%	No	82%
English language learners				
Students with disabilities	41%	27%	No	47%
Economically disadvantaged	54%	54%	Yes	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	27%	29%
Students scoring at or above Achievement Level 4	235	37%	38%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		83%	84%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	104	60%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	61%	No	73%
American Indian				
Asian				
Black/African American	56%	44%	No	60%
Hispanic	59%		No	63%
White	79%	70%	No	81%
English language learners				
Students with disabilities	39%	23%	No	45%
Economically disadvantaged	59%	48%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	29%	330%
Students scoring at or above Achievement Level 4	187	30%	32%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		61%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	56%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	30%	31%
Students scoring at or above Achievement Level 4	57	28%	29%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	4		
Students who are not proficient in reading by third grade	91	39%	37%
Students who receive two or more behavior referrals	65	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase parental Involvement in a positive parent-school communication through various means such as parent night/open house, parent-teacher notes every nine weeks per Principal.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Night/Open House	439	70%	72%



## Goals Summary

- G1.** To Increase Reading Comprehension School Wide
- G2.** Increase Math Geometry and Measurement at RES
- G3.** Increase parental Involvement throughout the year

## Goals Detail

### G1. To Increase Reading Comprehension School Wide

#### Targets Supported

#### Resources Available to Support the Goal

- 1. ThinkLink Probes and Assessment 2. STAR and Accelerated Reader 3. Lexia 4. Education City 5. Vicki Taylor, District Reading Coach 6. Kathy Oropallo, District Reading Common Core Trainer 7. FCAT TestMaker 8. RtI Process 9. Supplemental Remediation Teachers (2)

#### Targeted Barriers to Achieving the Goal

- Time for Enrichment/Resources for Enrichment

### Plan to Monitor Progress Toward the Goal

Enrichment

#### Person or Persons Responsible

School Literacy Team, SAC

#### Target Dates or Schedule:

3 Times a year after ThinkLink

#### Evidence of Completion:

Review of ThinkLink Data

### G2. Increase Math Geometry and Measurement at RES

#### Targets Supported

#### Resources Available to Support the Goal

- 1. ThinkLink Assessment/Probes 2. CrossWalk, 3. FCAT Testmaker 4. Education City 5. iReady 6. Think Thru Math 7. Linda Walker, District Wide Math Consultant 8. FCAT Explorer/Focus (Florida Achieves) 9. Supplemental Math Remediation Teacher - 3 days per week

#### Targeted Barriers to Achieving the Goal

- Not enough Remediation Instruction for levels 1 & 2

### Plan to Monitor Progress Toward the Goal

Remediation time needed for Level 1 & 2 students

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule:**

After FCAT

**Evidence of Completion:**

FCAT results

### G3. Increase parental involvement throughout the year

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- 1. Michael Kilts

**Targeted Barriers to Achieving the Goal**

- Lack of Parental Involvement

### Plan to Monitor Progress Toward the Goal

Improved Parental Involvement

**Person or Persons Responsible**

Parental Involvement Committee

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Meeting Notes, Sign in Sheets from parental activities.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. To Increase Reading Comprehension School Wide

#### G1.B1 Time for Enrichment/Resources for Enrichment

**G1.B1.S2** 1. STAR/AR 2. Computer Lab Time on Education City 3. Vicki Taylor, District Reading Coach  
4. ThinkLink Probes on Higher Level

#### Action Step 1

Review our scheduling to give sufficient time to include enrichment.

#### Person or Persons Responsible

School Literacy Team

#### Target Dates or Schedule

Implement in January

#### Evidence of Completion

Schedule Change. Computer usage reports for programs

#### Facilitator:

Mr. Franklin, Principal and Vicki Taylor

#### Participants:

Grades 3 & 4 teachers viewing 5th grade

#### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Implementation of schedule for enrichment

#### Person or Persons Responsible

Ms. Tharp, Asst. Principal

#### Target Dates or Schedule

Continuous Year Long

#### Evidence of Completion

Classroom Walkthrough data, Student Performance Data

## Plan to Monitor Effectiveness of G1.B1.S2

Enrichment Activities for grades 3-5

### Person or Persons Responsible

Grade Chairs, School Literacy Team

### Target Dates or Schedule

After every ThinkLink Assessment

### Evidence of Completion

ThinkLink Results

## G2. Increase Math Geometry and Measurement at RES

### G2.B1 Not enough Remediation Instruction for levels 1 & 2

**G2.B1.S1** 1. Linda Walker, District Math Consultant 2. iReady in Computer lab with Remediation Teacher  
3. Computer Lab time on Education City 4. ThinkLink Assessment/Probes 5. Rtl process if needed

### Action Step 1

Review the amount of Level 1 & 2 students we have against the one remediation teacher.

### Person or Persons Responsible

Guidance, Michael Kilts

### Target Dates or Schedule

After FCAT, for next year

### Evidence of Completion

Number of Level 1 & 2 on FCAT.

## Plan to Monitor Fidelity of Implementation of G2.B1.S1

Implementation of Math Remediation Teachers for Riverside

### Person or Persons Responsible

Michael Kilts, Guidance, Mr. Franklin

### Target Dates or Schedule

After ThinkLink testing and FCAT results

### Evidence of Completion

FCAT Results

### Plan to Monitor Effectiveness of G2.B1.S1

Remediation activities during remediation time

**Person or Persons Responsible**

Remediation Teacher, Guidance

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

FCAT Results

### G3. Increase parental involvement throughout the year

#### G3.B1 Lack of Parental Involvement

**G3.B1.S1** 1. Set up Committee for Parental Involvement 2. Team up with other schools to improve Parental Involvement

**Action Step 1**

Set up Parental Involvement Committee

**Person or Persons Responsible**

Hope Commander, SAC Chair Michael Kilts, District Liason

**Target Dates or Schedule**

Implement by Mid January

**Evidence of Completion**

Parental Committee Meetings/Notes

**Facilitator:**

Michael Kilts

**Participants:**

Parental Involvement Committee

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Implementation of Committee

**Person or Persons Responsible**

Mr. Franklin Ms. Tharp

**Target Dates or Schedule**

Continuous year long

**Evidence of Completion**

Meeting Notes

### Plan to Monitor Effectiveness of G3.B1.S1

Improved Parental Involvement in Riverside

**Person or Persons Responsible**

Parental Involvement Committee

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Sign in sheets for School Activity

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part C Migrant- Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school or in-home tutorials for migrant students, and c) supplementary educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs.

In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title I, Part D- Supplemental Support is provided for our Teen Parenting Program with the addition of a computer lab and a paraprofessional and Level I and Level II middle/ high school students with access to ClassWorks.

Title II- Title IIA funds were used :

To improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;

Improve classroom management skills;

Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;

Advance teacher understanding of effective instruction strategies that are based on scientifically based research;

To help reduce the student teacher ratio

To provide incentives for teachers to add reading endorsement to their certificates

Funds were used to pay the salaries for seven extra teachers to help reduce the teacher student ratio and 6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects (\$32,406.33).

Title X Homeless- Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The district form was revamped this year to include students that may be homeless due to hurricanes, oil spill, Haiti Earthquake.

Supplemental Academic Instruction (SAI)- Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs- The district promotes a Safe Drug Free Environment at all schools.

Random drug testing for students involved in extra curricular activities.

Nutrition Programs- Our District supports the Jackson County Wellness Policy.

Head Start- The School District of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by

federal regulations. Early Head Start in Jackson County grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program.

The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

Adult Education- The district offers programs in: Adult Basic Education, High School Credit Completion, and GED (General Educational Development) Study.

CTE- Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346(Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE departments and the Career and Technical Education departments.

Job Training - Students in grades 11th and 12th are allowed to participate in OJT (on job training), which allows them to work with employers in order gain work experience. This can be done and used as electives if all required courses are completed.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. To Increase Reading Comprehension School Wide

#### G1.B1 Time for Enrichment/Resources for Enrichment

**G1.B1.S2** 1. STAR/AR 2. Computer Lab Time on Education City 3. Vicki Taylor, District Reading Coach  
4. ThinkLink Probes on Higher Level

##### PD Opportunity 1

Review our scheduling to give sufficient time to include enrichment.

##### Facilitator

Mr. Franklin, Principal and Vicki Taylor

##### Participants

Grades 3 & 4 teachers viewing 5th grade

##### Target Dates or Schedule

Implement in January

##### Evidence of Completion

Schedule Change. Computer usage reports for programs

**G3. Increase parental Involvement throughout the year**

**G3.B1 Lack of Parental Involvement**

**G3.B1.S1** 1. Set up Committee for Parental Involvement 2. Team up with other schools to improve Parental Involvement

**PD Opportunity 1**

Set up Parental Involvement Committee

**Facilitator**

Michael Kilts

**Participants**

Parental Involvement Committee

**Target Dates or Schedule**

Implement by Mid January

**Evidence of Completion**

Parental Committee Meetings/Notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. To Increase Reading Comprehension School Wide

##### G1.B1 Time for Enrichment/Resources for Enrichment

**G1.B1.S2** 1. STAR/AR 2. Computer Lab Time on Education City 3. Vicki Taylor, District Reading Coach  
4. ThinkLink Probes on Higher Level

#### Action Step 1

Review our scheduling to give sufficient time to include enrichment.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

**G3. Increase parental Involvement throughout the year**

**G3.B1 Lack of Parental Involvement**

**G3.B1.S1** 1. Set up Committee for Parental Involvement 2. Team up with other schools to improve Parental Involvement

**Action Step 1**

Set up Parental Involvement Committee

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**