Suwannee Riverside Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Suwannee Riverside Elementary

1625 WALKER AVE SW, Live Oak, FL 32064

sps.suwannee.k12.fl.us

School Board Approval

This plan was approved by the Suwannee County School Board on 9/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Tedder, Marsha	Principal	Principal * (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. Personnel Action Services (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 Suwannee - 0011 – Suwannee Riverside Elementary - 2021-22 SIP Last Modified: 9/28/2022 https://www.floridacims.org Page 6 of 27 Name Position Title Job Duties and Responsibilities 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. School Operations/Delivery Systems (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 standards at the assigned school. (28) Coordinate school maintenance and facility needs and monitor progress

Name	Position Title	Job Duties and Responsibilities
		toward meeting those needs.

toward meeting those needs.
(29) Monitor the custodial program at the school to ensure a clean, healthy and safe learning environment.
(30) Supervise the orderly movement and safety of transportation services on school grounds.
(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts.
(32) Establish and manage accurate student accounting and attendance procedures at the assigned school.
(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.
(35) Direct the establishment of adequate property inventory records and ensure the security of school property.
(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school.
(37) Supervise the preparation and maintenance of accurate and timely reports and records. Student Support Services
(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.
(39) Facilitate a program of family and community involvement.
(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met.
(41) Establish procedures to be used in the event of school crisis and/ or civil disobedience and provide leadership in the Suwannee - 0011 - Suwannee Riverside Elementary - 2021-22 SIP Last Modified: 9/28/2022 https://www.floridacims.org Page 7 of 27 Name Position Title Job Duties and Responsibilities event of such happenings.
(42) Coordinate the supervision of all extracurricular programs at the assigned school.
(43) Approve all school-sponsored activities and maintain a calendar of all school events.
(44) Maintain visibility and accessibility on the school campus.
(45) Attend school-related activities and events. Personal/ Professional Employee Qualities
(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.
(47) Communicate effectively, both orally and in writing, with parents, students, teachers and the community.
(48) Model effective listening and positive interaction skills.
(49) Maintain and model high standards of professional conduct.
(50) Set high goals and standards for self, others and the organization.
(51) Keep abreast of trends and changes in educational programs and procedures.
(52) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required. Leadership
(53) Provide leadership in the school improvement process, implementation of

Name	Position Title	Job Duties and Responsibilities
		the school improvement plan and the School Advisory Council. (54) Establish a vision and mission for the school in collaboration with key stakeholders. (55) Exercise proactive leadership in promoting the vision and mission of the District. (56) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. (57) Access District and community resources to meet school needs. (58) Anticipate problems and difficult situations and plan appropriately to handle them. (59) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference with operations. (60) Provide recognition and celebration for staff, student and school accomplishment. (61) Build teams to accomplish plans, goals and priorities. (62) Promote and market the school and its priorities. (63) Perform other tasks consistent with the goals and objectives of this position. (64) Shall assume additional responsibilities as assigned by the Superintendent
Garrison, Lisa	Assistant Principal	Instructional Program Leadership/Development * (1) Provide instructional leadership and supervision for student achievement. * (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. * (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media. * (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. * (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates. * (6) Assist with the administration and coordination of student instructional support programs. * (7) Provide assistance to District staff in the development and interpretation of the district instructional program. * (8) Provide assistance to District staff with regard to the Pupil Progression Plan. Personnel Action Services * (9) Assist with the interview and selection of personnel to be recommended for employment as required. *(10) Assist in the orientation of new teaching personnel. *(11) Coordinate the staff development program at the school as assigned. *(12) Provide training programs and feedback to instructional personnel as required. *(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. School Operations/Delivery Systems *(14) Collaborate with school and District staff on the development and implementation of District curriculum initiatives.

Name	Position Title	Job Duties and Responsibilities
		*(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. Student Support Services *(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. Personal/Professional Employee Qualities *(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. Leadership *(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
Taylor, Adrienne	Assistant Principal	Instructional Program Leadership/Development * (1) Provide instructional leadership and supervision for student achievement.

Name	Position Title	Job Duties and Responsibilities
		* (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. * (3) Implement an appropriate instructional program to include basic instruction areas and related support services in guidance and media. * (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. * (5) Communicate, through staff meetings and written material, information that will keep staff informed of curriculum policies, procedures, changes and updates. * (6) Assist with the administration and coordination of student instructional support programs. * (7) Provide assistance to District staff in the development and interpretation of the district instructional program. * (8) Provide assistance to District staff with regard to the Pupil Progression Plan. Personnel Action Services * (9) Assist with the interview and selection of personnel to be recommended for employment as required. *(10) Assist in the orientation of new teaching personnel. *(11) Coordinate the staff development program at the school as assigned. *(12) Provide training programs and feedback to instructional personnel as required. *(13) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. School Operations/Delivery Systems *(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. Student Support Services *(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.

Name	Position Title	Job Duties and Responsibilities
		Personal/Professional Employee Qualities *(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. Leadership *(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

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our Lead Team reviewed the School Improvement Plan from previous year to see if we met our goals and start planning the upcoming school year. We reviewed data and talked about what worked and all felt that we should stay on the same path but dig deeper into the BEST Standards and instructional methods. This team includes administration, academic coach, guidance councelors, parents, and school staff.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Lead Team will outline the SIP in such a way that can easily be analyzed after each progress monitoring period. This process will enable the team to continually guide and adjust the instruction/ intervention for targeted subgroups. We will continually compare the SIP goals to ensure we are meeting the needs of our SWD, Hispanic, ELL and African American students.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	23	45	35	26	23	37	0	0	0	189
One or more suspensions	0	3	3	6	9	0	0	0	0	21
Course failure in English Language Arts (ELA)	0	4	10	16	2	0	0	0	0	32
Course failure in Math	0	4	6	12	4	0	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	13	18	28	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	0	5	14	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	8	16	11	24	0	0	0	65

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	2	15	1	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	41	41	49	47	54	0	0	0	232
One or more suspensions	0	0	0	0	1	4	0	0	0	5
Course failure in ELA	0	0	2	3	5	9	0	0	0	19
Course failure in Math	0	0	1	3	8	8	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	20	33	24	29	31	0	0	0	145
One or more suspensions	0	0	1	4	6	3	0	0	0	14
Course failure in ELA	0	0	2	16	4	6	0	0	0	28
Course failure in Math	0	1	2	6	3	4	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	13	18	28	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	0	5	14	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	2	14	10	10	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	2	15	1	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	50	53	49	52	56	42		
ELA Learning Gains				51			38		
ELA Lowest 25th Percentile				42			30		
Math Achievement*	55	57	59	50	43	50	40		
Math Learning Gains				52			34		
Math Lowest 25th Percentile				45			27		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	41	58	54	30	57	59	35		
Social Studies Achievement*					61	64			
Middle School Acceleration					45	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	65	46	59	37			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	2
ELL	30	Yes	2	1
AMI				
ASN				
BLK	35	Yes	2	
HSP	45			
MUL	62			
PAC				
WHT	54			
FRL	46			

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	40	Yes	1	
MUL	57			
PAC				
WHT	51			
FRL	41			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| **2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			55			41					65
SWD	22			25			18				4	
ELL	25			36			7				5	65
AMI												
ASN												
BLK	33			40			14				4	
HSP	44			49			19				5	66
MUL	61			63							2	
PAC												
WHT	51			61			59				4	
FRL	44			48			32				5	63

| **2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	51	42	50	52	45	30					37
SWD	19	29	20	22	50	52	0					
ELL	27	42	35	38	54	58	4					37
AMI												
ASN												
BLK	37	41	30	31	41	50	6					
HSP	39	47	44	43	52	48	13					37
MUL	56	50		63	58							
PAC												
WHT	54	55	44	58	56	42	45					
FRL	45	47	41	46	49	44	26					33

| **2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	38	30	40	34	27	35					52
SWD	16	15	0	10	5	9	5					38
ELL	25	33		32	44		18					52

						2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	32	14		25	14		11					
HSP	33	35		34	35	30	23					54
MUL	56			44								
PAC												
WHT	49	48	46	49	44	36	46					
FRL	35	31	18	33	28	20	26					46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	54%	-8%
04	2023 - Spring	54%	51%	3%	58%	-4%
03	2023 - Spring	46%	50%	-4%	50%	-4%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	57%	-1%	59%	-3%
04	2023 - Spring	67%	61%	6%	61%	6%
05	2023 - Spring	49%	54%	-5%	55%	-6%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	55%	-14%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Fifth grade science (NGSS) continues to be the component that shows the lowest performance. Our score did improve by 10 points, so we are headed in the right direction. The contributing factor to last year's low performance is out of the three fifth grade science classes one of those had three different teachers throughout the school year. That class not having teacher continuity played a great part in the low performance.

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

3rd Grade Math showed the greatest decline from the prior year, going from 65 to 56, this is a 9 point decline. In spite of the measures we took with our Saturday Boot Camp, our 3rd grade math scores still fell below where they scored the previous year. This is due in large part to the new BEST Standards. However, our teachers received professional development on these standards and are now better equipped to teach their students using them.

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.

Fifth grade science is the data component with the greatest gap when compared to the state average. The gap was 10 points below the state average. The factor that contributed to this gap the most is the classroom mentioned above that went through three teachers in one school year. Students had to learn under three different teaching styles and get acclimated to three new teachers. This cuts down on instructional time.

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

The area of mathematics showed the most improvement. We provided a Saturday Boot Camp on two Saturdays (one in late April and one in early May) focusing only on math. iReady and FAST data and targeted the lowest domains. Some of the main things the students that participated in these boot camps worked on were test taking strategies, math fact fluency. They also received explicit instruction on the areas needing the most improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on our EWS data, we will continue to focus on our attendance by decreasing the amount of days that students are absent. We have our #wearehere initiative school wide and this will be continued due the success we saw with it in the 2022-2023 school year. Another area of concern we will focus on is behavior. To do this, we will continue with our CHAMPS program. If students are behaving and have regular attendance, they are much more likely to have academic success.

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

The highest priorities for school improvement in the upcoming school year are 1). Increase the academic achievement for the subgroups that are below the ESSA 41%. These subgroups are SWD, ELL,

Hispanic and African American. 2). Increase ELA in grades 3rd and 5th to above the 50th percentile to ensure that these grade levels will no longer be in the RAISE program. 3). Increase academic achievement for ALL students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELL are below the Federal Index at 37% proficient on the 2023 ELA FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our ELL will score above the Federal Index of 41% or above on the 2024 ELA FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategies for improving reading for all students, which include the ELL students remain the same for the most part. These students went from 25% (2021) to 27% (2022) to 37% (2023) in the last three years just below the Federal Index. We believe that we are heading in the right direction by implementing the following but adjusting as we go according to student/teacher needs:

HMH Curriculum (evidence based curriculum) for ELA, Saxon Phonics for all of our K-2 students, iReady practice of 45 minutes each week, 90 minutes of uninterrupted reading instruction, Tier 2 and Tier 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. ELL students also receive daily small group instruction focusing on language based activities. The Tier 1 ELL students will be provided time to work on Rosetta Stone. Each teacher must indicate the WIDA ELD Standards used in each lesson for ALL students via their lesson plans. We also provide an after school reading program to grade 3-5 Level 1/2 students for one hour after school each day. Teachers use Reading Horizons which is also an evidence based intervention program. This reading program is offered in the summer as well. ELL students may attend. Our district also had a summer program for migrant students which included many ELL students. This reading program was housed at our school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale is that all of our students, especially our ELL, SWD, African American, Hispanic and T2/T3 students need a research-based and proven literacy solution to set every student on a path to reading and writing proficiently. HMH ELA, Reading Horizons and Saxon provide this.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Lead Team will identify each ELL student below 41% on ELA FAST PM1 and will monitor them closely. We will ensure that these students are on watch, are provided with ELL accommodations and resources, taught how to use their GLOSSARY and DICTIONARY for extra support, are provided Rosetta Stone if they are a Tier 1 ELL student, are placed in small group Tier interventions if needed, invited to participate in after school and summer school programs.

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

By When: After PM1 is complete - by the end of September and ongoing.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD are below the Federal Index at 27% proficient on the 2023 ELA FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to ensure this population increase their overall proficiency on the 2024 ELA FAST to 41% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Lead Team will meet in a PLC with the SWD Support Facilitators to share best practices, review IEP goals, and discuss student data and progress (iReady Growth Monitoring, iReady Diagnostics, Common Assessments, summative and formative assessments, FAST PM1 & 2 and classroom grades). The Lead Team will also conduct learning walks and give specific feedback to the SWD Support Facilitators.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategies for improving reading for all students, which include the SWD, remain the same for the most part. These students went from 16% (2021) to 19% (2022) to 27% (2023) in the last three years. We believe that we are heading in the right direction by implementing the following but adjusting as we go according to student/teacher needs:

SWD Support Facilitators in place who push in our pull out SWD 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,the curriculum used for the last three years being HMH ELA - evidence based curriculum, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 small group teacher led instruction daily, Saxon Phonics for all K-2 students, Reading Horizons (evidence based multi sensory phonics program) for small group intervention, 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 and a very highly trained Academic Coach (Literacy Coach Endorsed) who provides a huge amount of Literacy support to our teachers, students, and Lead Team.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale is that all of our students, especially our ESSA Subgroups and T2/T3 students need an evidence/research based and proven literacy solution to set every student on a path to reading proficientlyand
writing proficiently. HMH ELA, Saxon and Reading Horizons provide this.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Lead Team will meet in a PLC with the SWD Support Facilitators to review SWD, their goals, and their PM1 FAST Data as well as the iReady Diagnostic. We will discuss the students and monitor their goals to ensure they are moving forward. We will discuss resources needed and/or available, share best practices, conduct learning walks and give specific feedback to the SWD Support Facilitators as well as provide Professional Learning.

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

By When: The first meeting will be schedule at the end of September following FAST PM1 ELA and iReady Diagnostic 1.

#3. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Hispanic students are just below the Federal Index at 40% proficient on the 2023 ELA FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to ensure this population increase their overall proficiency on the 2024 ELA FAST to 41% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategies for improving reading for all students, which include the Hispanic students reain the same for the most part. These students went from 33% (2021) to 39% (2022) to 40% (2023) in the last three years just below the Federal Index. We believe that we are heading in the right direction by implementing the following but adjusting as we go according to student/teacher needs:

The curriculum used for the last three years being HMH ELA - evidence based curriculum, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 small group teacher led instruction daily, Saxon Phonics for all K-2 students, Reading Horizons (evidence based multi sensory phonics program) for small group intervention, SWD Support Facilitators in place who push in our pull out SWD 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 and a very highly trained Academic Coach (Literacy Coach Endorsed) that provides a huge amount of Literacy support to teachers, students and the Lead Team.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale is that all of our students, especially our ESSA Sub groups and T2/T3 students need a research-based and proven literacy solution to set every student on a path to reading and writing proficiently. HMH ELA Reading Horizon, and Saxon provide this.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Lead Team meet monthly in a PLC (WWW) or Data Meeting with the teachers to share best practices and discuss student data and progress (iReady Growth Monitoring, iReady Diagnostics, Common Assessments, summative and formative assessments, FAST PM1 & 2 and classroom grades). The Lead Team will also conduct learning walks and give specific feedback to the teachers and provide Professional Learning, as needed.

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

By When: The October data meeting (WWW) with teachers and Lead Team.

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Black/African American students are below the Federal Index at 34% proficient on the 2023 ELA FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to ensure this population increase their overall proficiency on the 2024 ELA FAST to 41% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategies for improving reading for all students, which include the Black/African American students, remain the same for the most part. These students went from 32% (2021) to 37% (2022) and dropping a little at 34% (2023) in the last three years. Although, we had a small dip in 2023, we believe that we are heading in the right direction by implementing the following but adjusting as we go according to student/teacher needs:

The curriculum used for the last three years being HMH ELA - evidence based curriculum, 90 minutes of uninterrupted Reading instruction, Tier 2 and 3 small group teacher led instruction daily, Saxon Phonics for all K-2 students, Reading Horizons (evidence based multi sensory phonics program) for small group intervention, SWD Support Facilitators in place who push in our pull out SWD 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 and a very highly trained Academic Coach (Literacy Coach Endorsed) that provides a huge amount of Literacy support to teachers, students and the Lead Team.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale is that all of our students, especially our ELL, SWD, African American, Hispanic 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Lead Team meet monthly in a PLC (WWW) or Data Meeting with the teachers to share best practices and discuss student data and progress (iReady Growth Monitoring, iReady Diagnostics, Common Assessments, summative and formative assessments, FAST PM1 & 2 and classroom grades). The Lead Team will also conduct learning walks and give specific feedback to the teachers and provide Professional Learning, as needed.

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

By When: The end of September, first of October after the FAST PM1 and iReady Diagnostic 1

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Three years ago, our faculty and staff decided on five core values that were most important to us as we were building our new school. These five core values became a part of everything we did: Creativity, Respect, Compassion, Teamwork and Fun. We implemented them into classroom management, parent meetings, disciplinary situations with students, issues with faculty and staff (which were rare), etc. Unfortunately, people retire or move and you have to hire new people that were not a part of choosing these core values. When the staff is a good fit and have the same values, and are respectful team players, you hate to lose them.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to retain 100% of our teachers and staff this year as this team are all on board with the same values and collective efficacy.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We really try to keep the morale up and encourage people as much as we can. We will monitor by attendance rates, and retention rate.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. Your whole team (faculty and staff) believing in each other...that we can all work together and with our students, respect and have compassion for each other and our students, and be creative and have fun with each other and our students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale seems clear: together teachers can achieve more, especially if they collectively believe that they can do so! THere were many studies on Hatties Effect Size and 26 studies on Collective Teacher Efficacy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Lead Team will keep modeling the core values and the belief that together we can make it happen.

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

By When: Ongoing!

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Suwannee County School District, (SCSD) uses of a comprehensive needs assessment, (CNA). The CNA allows each school to address the schools' individual needs through a 3-year trend data analysis using the following areas: statewide, standardized assessments in Reading, Writing, and Mathematics, Progress Monitoring data, Federal Index, other data sources (i.e. behavior and attendance), School Grade Criteria, Teacher Effectiveness and Parent Involvement survey results. Each school also reviews and curriculum and instructional practices and resources, staff development, quality teaching, resource allocation, leadership, and family engagement with stakeholders that include the District Advisory Council.

Assessment data is discussed with stakeholders that include parents, teachers, academic coaches, and students who collaborate to create a plan of action to promote a growth mindset for student success. In addition, SCSD monitors and modifies intervention supports in place for at-risk students and develops additional at-risk programming to provide early intervention support as needed and identified.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

None of our K-2 grade levels qualify for the RAISE program.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our 3rd and 5th grade are the grade levels that are in the RAISE program. Our strategies for improving reading for all students, which include our ESSA Sub Group students, remain the same for the most part. In the last three years, our ELA data reveals:

ESSA Sub Group students went from 27% (2021) to 31% (2022) to 35% (2023)
3rd Grade students went from 43% (2021) to 53% (2022) to 47% (2023)
5th Grade students went from 44% (2021) to 47% (2022) to 47% (2023)

We believe that we are heading in the right direction by implementing the following but adjusting as we go according to student/teacher needs:

HMH Curriculum (evidence based curriculum) for ELA, Saxon Phonics for all of our K-2 students, iReady practice of 45 minutes each week, 90 minutes of uninterrupted reading instruction, Tier 2 and Tier 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. SWD students are provided instructional time in a pull out/push in method with SWD Support Facilitators that use HMH evidence based curriculum with scaffolding to drive their instruction based on student IEP goals. ELL students receive daily small group instruction focusing on language based activities, Tier 1 ELL students are provided time to work on Rosetta Stone, and all teachers are required to indicate the WIDA ELD Standards used in each lesson for Tier 1 as well as small group. We also provide an after school reading program to FAST Level 1 or 2 students in 3 and/or 5th Grade for one hour after school each day. Teachers use Reading Horizons which is also an evidence based intervention program. This reading program is offered in the summer as well. ELL students may attend.

We are committed to improve our instructional practices by Teacher and Admin led walk throughs, professional learning with Rural Connect, teacher efficacy, implementing Hattie's Effect Size in our planning, as well as targeted teaching methods that increase student engagement and rigor.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

Our goal is to increase the 3rd and 5th Grade FAST ELA proficiency level from 47% (2023) to 50% or above in 2024.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lead Team will meet monthly with teachers by grade level and SWD Support Facilitators to review student PM data, ESSA Sub Group Data, SWD IEP goals, attendance data, Early Warning Signs, and social emotional status We will discuss the students and monitor their progress and goals to ensure they are moving forward. We will discuss resources needed and/or available, share best practices, conduct learning walks and give specific feedback as well as provide Professional Learning, as needed.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Tedder, Marsha, marsha.tedder@suwannee.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

HMH ELA, Reading Horizons, and Saxon all meet the definition of evidence-based and are aligned with the District's K-12 Comprehensive Evidence-based Reading Plan.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale is that all of our students, especially our ELL, SWD, African American, Hispanic and T2/T3 students need a research-based and proven literacy solution to set every student on a path to reading and
writing proficiently. HMH ELA, Reading Horizons and Saxon provide this.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Our Literacy Leadership team have been the driving force in teacher efficacy at Riverside. They have a love for literacy and a real clear vision of what should be happening in an ELA classroom. They have done walk-throughs and provided wonderful feedback for our teachers. They have brought them together with excitement and encouragement. We will ensure this team knows our focus and understands the "WHY' to ensure that our teachers and students will work toward proficiency in ELA and most of all the love of literacy. Almost 90% of our teachers are committed to professional learning with Rural Connect and started by attending the Summer Literacy Institute this summer for a week with monthly training will follow throughout the year. This will help our teachers drive their own professional learning with a focus on literacy. Sessions incorporate technology, cross curricular connections, B.E.S.T. standards, data, and research- based instructional practices.	Tedder, Marsha, marsha.tedder@suwannee.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We provide several methods of dissemination of this SIP, Uni SIG budget and SWP by our monthly APT meetings, District Advisory Council meetings, School Board Workshop, School Board Meetings and parent conferences. During the meetings/conferences we always use parent friendly language and explain any acronyms that may cause confusion. The School Improvement Plan is also posted on the state website and school website. The school's webpage is sre.suwannee.k12.fl.us.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Suwannee Riverside works diligently to build positive relationship with parents, families and other community stakeholders. 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. Due to safety regulations we try to post as much as we can of our students daily activities to social media so parents and families can see the things their children are learning and doing. 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 encourage community stakeholders to help us fulfill our mission by participating in United Way's program, Reading Pals. Community members come to our Kindergarten classes and read with a student who needs extra support in literacy.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This summer our teachers attended a professional development for four days. This professional development was titled Rural Connect. It is designed to increase achievement and literacy engagement of high-need, rural students. Our teachers were trained on various strategies to engage students in ways to promote learning. Our teachers will also continue to implement Hattie's High Yield strategies with an extra emphasis on Collective Efficacy , the Core Components, Florida Practice Profile, Instructional Routines, and the ELA Expectations across all subject areas.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our ESSA subgroups fell below the 41% Federal Index. We will continue to implement high yield strategies to continue to improve SWD, ELL, Hispanic and African American students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our guidance counselors provide school wide guidance lessons, lunch bunch groups that are targeted to students with social skill needs. They provide an OSCAR Club "Our Students Can Act Responsibly"

rewarding students who exemplify excellent character traits. Twice a month each teacher picks a student deserving of the reward. The students have pizza and play in the Riverside Arcade with our Guidance Counselors.

The Guidance Department and our Admin Team implement a kindness initiative. If a staff member catches someone showing an act of kindness to someone else, they fill out a form and drop it in the kindness box. There is a weekly kindness drawing and the winner of the drawing receives a special prize and is highlighted on social media. We have a new district mental health counselor that will provide counseling to students that are identify by teachers, parents, and or guidance counselors.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school-wide multitiered system of support (MTSS) policies and practices promote student's positive social-emotional development. Our CHAMPS and OSCAR programs provide incentives for Tier I whole-school approaches and positive behavioral interventions and supports. The second tier (targeted/ secondary) includes targeted practices that identify and address the needs of students at risk for challenging behaviors. The third tier (intensive/tertiary) includes practices for providing individualized, more intensive interventions to children with persistent challenging behaviors. MTSS includes universal screening, progress monitoring, and data-informed decision-making.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

This summer our teachers attended a professional development for four days. This professional development was titled Rural Connect. It is designed to increase achievement and literacy engagement of high-need, rural students. Our teachers were trained on various strategies to engage students in ways to promote learning. Our teachers will also continue to implement Hattie's High Yield strategies with an extra emphasis on Collective Efficacy , the Core Components, Florida Practice Profile, Instructional Routines, and the ELA Expectations across all subject areas.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Riverside works closely with our local daycares. Prior to school beginning, daycare students come here for school tours. We also invite parents of preschoolers to participate in one on one school tours as well, they can also use this time to ask any questions of the school employee providing the tour. The admin team visits local daycares to provide and orientation to students and parents.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes