

Wakulla County Schools

RIVERSINK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Wakulla County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Riversink Elementary School is to facilitate the development of all students to their fullest potential by providing research-based instructional strategies and promoting the love of learning and community pride in a safe, positive environment.

Provide the school's vision statement

Every student will reach his or her highest potential in our positive learning environment provided by highly qualified professionals; every child, every chance, every day.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Catherine Cutchen

Position Title

Principal

Job Duties and Responsibilities

Oversight of the day-to-day operation of the school.

Leadership Team Member #2

Employee's Name

Katherine Spivey

Position Title

Assistant Principal

Job Duties and Responsibilities

Works specifically with Title I and RTI students. Assists in school oversight.

Leadership Team Member #3

Employee's Name

Bonita Salib

Position Title

School Counselor

Job Duties and Responsibilities

Oversight of ESE and Mental Health.

Leadership Team Member #4

Employee's Name

Heather Hatfield

Position Title

Instructional Coach

Job Duties and Responsibilities

Works with grade levels on standards, coaching, instructional strategies. Involved in RTI.

Leadership Team Member #5

Employee's Name

Bobbie Dotson-Scarry

Position Title

SAC Member

Job Duties and Responsibilities

SAC Leader

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The Riversink SAC committee meet a minimum of four times a year to review the SIP and appropriate data. A school-wide Title 1 Night is held to inform all stakeholders of the process for SIP development.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

PLC's are held weekly between teachers and teacher coaches. Heather Hatfield will meet with teams bi-monthly to review data. Administration will conduct data chats with grade levels quarterly. Based on these findings, the SIP will be updated and amended to meet the needs of our students. At each quarterly SAC meeting, we will review the most recent testing data and adjust our plan to ensure the achievement of SIP goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	17.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: A* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	16	22	19	18	15	10				100
One or more suspensions	8	10	11	8	5	6				48
Course failure in English Language Arts (ELA)	0	12	4	6	1	1				24
Course failure in Math	28	19	11	0	2	11				71
Level 1 on statewide ELA assessment	0	7	5	3	10	14				39
Level 1 on statewide Math assessment	28	19	11	0	2	11				71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	21	19	25						65
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	12	21	15	13	8	12				81

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	10	0	2	0	0				13
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	21	18	13	23	11	13				99
One or more suspensions	3									3
Course failure in ELA		6	3	5	1	1				16
Course failure in Math		2	1	6	5	8				22
Level 1 on statewide ELA assessment				3	7	11				21
Level 1 on statewide Math assessment					2	11				13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			3	9						20

Prior Year (2023-24) As Last Reported (pre-populated)

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	2	4	2	7	7	9				31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	9		3						13
Students retained two or more times										0

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	16	22	19	18	15	10				100
One or more suspensions	8	10	11	8	5	6				48
Course failure in English Language Arts (ELA)	0	12	4	6	1	1				24
Course failure in Math	28	19	11	0	2	11				71
Level 1 on statewide ELA assessment	0	7	5	3	10	14				39
Level 1 on statewide Math assessment	28	19	11	0	2	11				71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	21	19	25						65
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	12	21	15	13	8	12				81

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	10	0	2	0	0				13
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	21	18	13	23	11	13					99
One or more suspensions	3										3
Course failure in ELA		6	3	5	1	1					16
Course failure in Math		2	1	6	5	8					22
Level 1 on statewide ELA assessment				3	7	11					21
Level 1 on statewide Math assessment					2	11					13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			3	9							20

Prior Year (2023-24) As Last Reported (pre-populated)

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	2	4	2	7	7	9					31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Retained students: current year	1	9		3							13
Students retained two or more times											0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	66	64	57	67	57	53	75	63	56
ELA Grade 3 Achievement **	68	67	58	77	60	53			
ELA Learning Gains	58	62	60				68		
ELA Learning Gains Lowest 25%	44	59	57				58		
Math Achievement *	71	63	62	67	61	59	74	47	50
Math Learning Gains	64	59	62				71		
Math Learning Gains Lowest 25%	48	49	52				68		
Science Achievement *	67	60	57	65	60	54	71	68	59
Social Studies Achievement *								68	64
Graduation Rate								68	50
Middle School Acceleration								60	52
College and Career Readiness									80
ELP Progress			61			59			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	486
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	69%	69%	53%		58%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	43%	No		
Black/African American Students	69%	No		
Multiracial Students	69%	No		
White Students	65%	No		
Economically Disadvantaged Students	59%	No		

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%
Students With Disabilities	32%	Yes	1	
Multiracial Students	54%	No		
White Students	71%	No		

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%
Economically Disadvantaged Students	61%	No		

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%
Students With Disabilities	41%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	59%	No		
Hispanic Students				
Multiracial Students				

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%
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	61%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%	68%	58%	44%	71%	64%	48%	67%					
Students With Disabilities	38%	44%	43%	50%	51%	52%	44%	25%					
Black/African American Students	73%				64%								
Multiracial Students	75%				63%								
White Students	66%	66%	60%	52%	72%	68%	56%	77%					
Economically Disadvantaged Students	62%	71%	54%	53%	66%	50%	47%	65%					

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	486
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	69%	69%	53%		58%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	67%	77%			67%			65%					
Students With Disabilities	26%	20%			33%			50%					
Multiracial Students	57%				50%								
White Students	69%	78%			68%			67%					
Economically Disadvantaged Students	60%	68%			58%			58%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	75%		68%	58%	74%	71%	68%	71%					
Students With Disabilities	32%		38%	33%	35%	58%	61%	29%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	58%		54%		63%	69%		50%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	78%		69%	59%	77%	73%	69%	74%					
Economically Disadvantaged Students	66%		67%	63%	62%	67%	53%	52%					

E. 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.

2023-24 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	64%	4%	55%	13%
Ela	4	62%	57%	5%	53%	9%
Ela	5	68%	63%	5%	55%	13%
Math	3	77%	66%	11%	60%	17%
Math	4	68%	54%	14%	58%	10%
Math	5	63%	61%	2%	56%	7%
Science	5	66%	58%	8%	53%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math in 3rd grade was a strength for us. Although it still was not as high as in years past.

Lowest Performance

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

Lowest quartile learning gains in Math and Reading were the lowest areas of performance. This was due to changes in faculty, the state changed cut scores, and attendance for our lowest quartile was poor.

Greatest Decline

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

Lowest quartile learning gains in Reading showed the greatest decline. This was due to changes in faculty and attendance issues.

Greatest Gap

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.

We exceeded the state average in all categories.

EWS Areas of Concern

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

70 Students received a substantial reading deficiency notice.

100 students had attendance below 90%.

Highest Priorities

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

Lowest quartile and learning gains in Reading.

Lowest quartile and learning gains in Math.

Attendance

Behavior in our self-contained units.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our lowest quartile in ELA had 44% learning gains. Our 4th grade students had 25% learning gains and 5th grade students had 64% learning gains. Learning gains was not only the lowest area of performance but it also was a decrease from the year prior.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Riversink fourth and fifth grade students will achieve 60% or higher in the learning gains category as measured on the 2024-2025 FAST PM 3 Reading assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lowest Quartile will be identified at the beginning of the school year and updated after each FTE window.

Students will take:

- FAST PM 1 and PM2
- Star Assessments
- District-Based Standards Assessments
- i-Ready Assessments

Ongoing progress monitoring can significantly impact student achievement outcomes by identifying learning gaps early. Early intervention can prevent students from falling too far behind. With continuous data on student performance, teachers can adjust their instructional strategies to better meet the needs of individual students. Additionally, progress monitoring involves communicating with parents about their child's performance. Engaged parents can reinforce learning at home, further supporting student achievement.

Person responsible for monitoring outcome

Heather Hatfield

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

These students will be scheduled for intervention strategically (Tier III, ESE inclusion or resource pull out, specific intervention/enrichment time). Resource classes will be based on needs versus grade and interventions will be scheduled by blocked times. I-Ready will be implemented at both "my path" and "teacher assigned". UFLI as appropriate Rewards Wonders I-Ready Toolbox RTI/MTSS Collaboration between teams and grade levels Kagan Teachtown for students on Access points Title 1 teacher for support and intervention PLC's lead by learning leaders Get Your Teach On training and strategies. Continual progress monitoring and data chats

Rationale:

Scheduling will ensure students access grade level content and specific interventions as need. Our lowest quartile has a range of needs. I have a resource teacher that specializes in in foundations. The other specializes in comprehension skills. Thus, students will see the interventionist that can best meet each students needs. I-ready is researched based and provides specific data. UFLI helps students with foundational skills in a very explicit way. Rewards is a very explicit program that supports students with phonics, comprehension and vocabulary skills. It also builds fluency. Teachtown for students on Access points will be used to enhance curriculum and assist in providing differentiated practice at all grade levels. A Title I teacher will work with students needing small group support to achieve mastery. The Rti/MTSS process will be used identify students needing tiered support. Instructional and Teacher Coaches will provide training and support through PLCs. Kagan strategies will be implemented to motivate students and increase instructional rigor. Get Your Teach On Training helps teachers with engagement strategies and ELA initiatives.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend professional development on how to use online resources such as i-Ready.

Effectiveness will be monitored by classroom walk-throughs and observations throughout the year.

Action Step #2

ESE team collaboration and progress monitoring

Person Monitoring:

Heather Hatfield

By When/Frequency:

By September and then each nine weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE team will meet prior to school to provide input on lowest quartile students. Block scheduling will be created to impact services for these students. Administrators will review lesson plans and observe instruction, student engagement and interaction, and ensure that BEST standards are being taught with fidelity.

Action Step #3

Teacher Collaboration and Instructional Strategies

Person Monitoring:

Heather Hatfield

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A planning schedule will be created for new positions to lesson plan with the Instructional Coach. This will be monitored through meeting agenda and lesson plans. PLC's will be held every three weeks. This will be monitored through PLC agendas.

Action Step #4

Kagan and Get Your Teach On

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Six teachers will attend KAGAN and six will attend Get Your Teach On. These strategies will be taught in faculty meetings and demonstrated in classrooms with fidelity. Administrators will review lesson plans and observe instruction, student engagement and interaction, and ensure that BEST standards are being taught with fidelity. Lesson plans will indicate the implementation of at above strategies.

Action Step #5

Curriculum Implementation

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Wonders curriculum will be implemented for all grades in reading for Tier 1 instruction. Tier 2 students will complete 30-45 minutes of iReady Reading weekly. Wonders is utilized for comprehension in ESE pull out and Tier III instruction. Other interventions that are used are: Rewards, UFLI, and iReady my path and teacher assigned. Enrichment will be provided through Accelerated Reading and iReady paths.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Riversink's lowest quartile in Math had 50% learning gains. Our 4th grade students had 41% learning gains and 5th grade students had 56% learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Riversink fourth and fifth grade students will achieve 60% or higher in the learning gains category as measured on the 2024-2025 FAST PM 3 Math assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lowest Quartile will be identified at the beginning of the school year and updated after each FTE window.

Students will take:

- FSAT Math PM 1 and PM2
- Star Assessments
- I-Ready Assessments
- District Pacing Guides/Standards-Based Assessments

Ongoing progress monitoring can significantly impact student achievement outcomes by identifying learning gaps early. Early intervention can prevent students from falling too far behind. With continuous data on student performance, teachers can adjust their instructional strategies to better meet the needs of individual students. Additionally, progress monitoring involves communicating with parents about their child's performance. Engaged parents can reinforce learning at home, further supporting student achievement.

Person responsible for monitoring outcome

Katherine Spivey

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

These students will be scheduled for intervention strategically (Tier III, ESE inclusion or resource pull out, specific intervention/enrichment time). Resource classes will be based on needs versus grade. I-ready will be implemented at both "my path" and "teacher assigned". Harcourt Big Ideas Math Curriculum Implementation of Daily High Yield Routines (HYR) Incentives for achievements such as Math Smarties for math facts Ready Teacher Toolbox Kagan Strategies Mentor Teachers Response to Intervention/MTSS for remediation and interventions Software - Freckle, Generation Genius, Reflex/Frax Teachtown for students on Access points Title 1 teacher for support and intervention Teachtown for students on Access points Title 1 teacher for support and intervention PLC's lead by Learning Leaders Get Your Teach on Training and Strategies

Rationale:

Scheduling will ensure that students access grade level content and specific interventions as needed. I-ready is researched based and provides specific data. Teachtown for students on Access points will be used to enhance curriculum and assist in providing differentiated practice at all grade levels. A Title I teacher will work with students needing small group support to achieve mastery. The RtI/MTSS process will be used identify students needing tiered support. Instructional and Teacher Coaches will provide training and support through PLCs. Kagan strategies will be implemented to motivate students and increase instructional rigor. Harcourt is our evidence-based Math curriculum. Instructional coaches have specific skill sets to support student growth and achievement.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend professional development on how to use online resources such as i-Ready. Teachers will receive training on HYR and provided stems. Six teachers will attend Kagan training and six teachers will attend Get Your Teach On training. Effectiveness will be monitored by classroom walk-throughs and observations throughout the year. Administrators will review lesson plans and observe instruction, student engagement and interaction, and ensure that BEST standards are being taught with fidelity.

Action Step #2

Teacher Collaboration and PLC's for implementation of instructional strategies.

Person Monitoring:

Heather Hatfield

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A planning schedule will be created for new positions to lesson plan with Instructional coaches. ESE team will meet prior to school to provide input on the lowest quartile students. PLC's will be held with fidelity. This will be monitored through agendas and lesson plans.

Action Step #3

Curriculum Implementation

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Harcourt Big Ideas in Math will be implemented for all grades to deliver Tier I instruction. Tier II students will complete 30-45 minutes of iReady math weekly. Big Ideas in Math remediation will be implemented for Tier III instruction along with Freckle, Generation Genius, Reflex/Frax, High Yield Routines, iReady math my path and teacher assigned. Enrichment will include iReady math utilizing the my path and teacher assignments.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When looking at students in the RTI process, 30% of students missed 10 or more days and 21% of students missed 20 or more days. Our school daily attendance rate is 93%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in RTI process will improve their attendance rate by 15% (from 36% to 51%) through an attendance incentive plan, as evidenced by FOCUS reports.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily attendance will be taken

Person responsible for monitoring outcome

Catherine Cutchen

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Token economy system for attendance. Summer attendance meetings will be held for students that are truant. RTI will be started for students that are habitually absent, tardy or picked up early. Bus routes and times will be provided to families. Attendance chart will be maintained by data entry clerk

Rationale:

Token economy system for attendance will be implemented. Mrs. Spivey will meet with Blue Coast Credit Union, Jack Davis to develop a token economy plan. Token economies are evidenced based. Summer attendance meetings will be held for students that are truant, and documentation will be maintained RTI will be started for students that are habitually absent, tardy, or picked up early – RTI plan will be developed Bus routes and times will be provided to families- bus garage will put this on the website, Facebook and newspaper.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Token Economy Attendance Meetings RTI Meetings Bus support

Rationale:

Token economy system for attendance will be implemented. Mrs. Spivey will meet with Blue Coast Credit Union, Jack Davis to develop a token economy plan. Token economies are evidenced based. Summer attendance meetings will be held for students that are truant – documentation will be maintained RTI will be started for students that are habitually absent, tardy or picked up early – RTI plan will be developed Bus routes and times will be provided to families- bus garage will put this on the website, Facebook and newspaper.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Token Economy

Person Monitoring:

Katherine Spivey

By When/Frequency:

Each Nine Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Token economy system for attendance will be implemented. Mrs. Spivey will meet with Blue Coast

Credit Union, Jack Davis to develop a token economy plan. Token economies are evidenced based.

Action Step #2

Conferences

Person Monitoring:

Catherine Cutchen

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Summer attendance meetings will be held for students that are truant – documentation will be maintained RTI will be started for students that are habitually absent, tardy or picked up early – RTI plan will be developed

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP, which serves as the schoolwide plan, is accessible to the public in multiple resources and formats. An electronic copy is available on the district website, school website, Florida CIMS, and the Parent and Family Engagement Plan. How to access the SIP is also included in the Annual Title I Night presentation and school newsletters and communications, such as social media. A physical copy of the SIP is available in the front office of each school, along with SAC schedules, agendas and minutes. All documents can be translated, as needed, by the district's Student Services office.

District Title I Website: <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Each school's School Advisory Council (SAC) and the District Advisory Council (DAC) is composed of parents, district staff members, teachers, and community members. The DAC meets annually to review the Title I grant. At this time, a draft of the LEA Plan is submitted for review and feedback. The DAC must approve the District's Title I LEA Plan, Parent Family Engagement Plan (PFEP), and the process for allocating PFEP funds to schools.

Each school includes the PFEP on their SAC agenda for members to review and provide input into the school-level Parent Family Engagement Plan. During School Advisory Council meetings, parents discuss and approve different types of activities best suited to meet the needs of the school and parents. School Advisory Council meetings, to which all parents are invited, are advertised on district and school websites, school newsletters, and school marquees to ensure parents are informed of the meeting dates and times. SAC meetings are documented by agendas, minutes, and sign-in sheets which reflect input from parents on parent family engagement activities and policies. This documentation is submitted to the Title I office quarterly.

Schools host Title I events to build the capacity of parents to help their children at home. A 'link to learning' is embedded in all Title I activities to assist parents with understanding the state's academic standards.

2024-2025 WCSD Title I, Part A Parent and Family Brochure and Annual Title I Presentation for parents and Families - <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1>

School Parent and Family Engagement Plans - <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/parent-and-family-engagement>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

To strengthen the academic program, the school plans to implement a multifaceted approach focused on enhancing both the quality and quantity of learning opportunities for all students. This strategy will involve the following key initiatives:

Curriculum Enrichment: The school will introduce a more enriched curriculum that incorporates higher-order thinking skills, critical analysis, and real-world problem-solving.

Accelerated Reader Program: The school will expand the use of the Accelerated Reader (AR) program, which encourages reading practice at the student's own pace and level. By assigning individualized reading goals and providing immediate feedback, AR helps students improve their reading comprehension and fosters a love of reading.

I-Ready Program: The school will integrate the I-Ready program, a comprehensive assessment and

instruction tool, into the regular curriculum. I-Ready provides personalized learning pathways in reading and mathematics based on students' specific needs. This allows for targeted intervention and support, ensuring that all students can progress at an appropriate pace.

The school will invest in ongoing professional development for teachers, focusing on differentiated instruction, data-driven teaching strategies, and the effective use of technology in the classroom. This will ensure that teachers are equipped to meet the diverse needs of their students and maximize the effectiveness of the enriched curriculum.

The school will utilize data from assessments such as FAST Reading, FAST Math, and I-Ready to monitor student progress and adjust instructional strategies as needed. This will help in identifying students who require additional support or who are ready for more challenging material, ensuring that all students are on a path toward academic success.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The LEA coordinates and integrates parent and family engagement strategies with other federal programs by providing transition activities for Pre-K students. Parents are encouraged to attend events like "Kindergarten Round-Up" to complete the registration process and learn more about transitioning into Kindergarten. Pre-K siblings of students in our Title I schools are invited to attend Parent and Family Engagement activities. Title II, Part A and Title IV, Part A funds are used to implement Learning Leaders in our Title I elementary schools. Learning Leaders facilitate professional learning communities (PLCs) and support teachers in increasing positive outcomes for teaching and learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

House Meetings will be held monthly. Our guidance department will be available to counsel students. Daily lessons in social emotional learning will be taught in homeroom classrooms.

Tier I assessment will be based on the Early Warning System (EWS) in FOCUS. The EWS tracks attendance below 90%, suspensions, course failure in ELA or Math and Level 1 scores on State Assessments. Tier II and III assessment will be based initially on referrals from families, teachers, data provided from mental health professionals, student self-referrals, the EWS and exit data from case management notes, and achievement of service plan goals. Students with One or More Co-occurring mental health or substance abuse diagnoses will be identified based on parent/student disclosure on school registration and/or school medical information.

Students will be monitored through the EWS to ensure that Tier I supports are effective. If the student is in need of more intense services/accommodations, the school Rtl team will meet and problem solve, and refer for evaluation under Section 504 or IDEA. The district Mental Health Coordinator will also be a part of the Rtl team and will ensure that referral for Tier II or III mental health interventions are implemented.

Students who have been evaluated and referred to the psychiatric center two or more times will be referred to the district CAT (Community Action Team) and information will be shared with the School Safety Team for additional problem solving.

Administrators, teachers, student services personnel or parents may request that a student is referred for counseling/services. The school Guidance Counselor/Associate Dean of Student Services will complete a referral and submit to the District Mental Health Coordinator (Not to individual service providers). A school social worker will talk to the student within 5 days, to see if services are needed and contact the parent/legal guardian to determine if a referral for services is requested. The District Mental Health Coordinator and School Social Workers will determine the appropriate service provider and refer the student for services within 15 days. Parents will be given the List of Service Providers

via email or hard copy as needed.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Preparation for postsecondary opportunities and the workforce in the context of ICT at the elementary level may involve incorporating career and technical education programs into the curriculum. These programs can provide students with valuable skills and experiences, while also increasing their awareness of potential career paths. Additionally, broadening access to coursework that allows students to earn postsecondary credit while still in high school can help prepare them for higher education and future job opportunities. This can be achieved through partnerships with local colleges and universities, as well as through online and dual enrollment programs. Overall, early exposure to ICT and related career opportunities can pave the way for a successful transition to postsecondary education and the workforce.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Our Behavior Management Consultants support significant behavior concerns through both RTI and ESE. They create interaction guidelines and protocols. The House System is also a way to encourage positive behavior in students.

Targeted support is given to students at risk of developing or having mild problem behaviors and involves more frequent monitoring, feedback, and interventions. These interventions are broken into three Tiers, increasing in support and duration. Tier 1 being general academic instruction to Tier 3 with the most intensive supports being put in place. Intensive support is given to students with chronic or severe problem behaviors and involves individualized assessment, planning, and interventions. Early intervening services help students who struggle in general education but are not identified as having a disability. Some interventions used or accommodations made coordinate with IDEA, a law that protects and supports students with disabilities.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

The goal of Wakulla's Professional Learning System is to provide professional learning services that

elevate student achievement. We are committed to making sure each of its educators is fully supported. The top priority of professional learning across the district is continued and strategic focus on the implementation of Professional Learning Communities (PLCs). Through the implementation of PLCs and learning cycles, we monitor data to evaluate which instructional strategies, interventions, and resources are effective and which may need to be modified to continue improving student achievement. Student progress is monitored using classroom performance, District Progress Monitoring Assessments, and progress monitoring screeners (FAST PM). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provide scaffolded and differentiated instruction to support student learning. The Instructional Coach and Learning Leaders at each school are responsible for providing job-embedded in-class professional learning at the request of the school principal or district. The School Leadership Team is responsible for implementing and supporting school based goals established through the School Improvement Plan and the Professional Learning Plan. This team meets to review school data, and to reflect and evaluate instruction as it relates to this data.

The ultimate outcome of professional learning is that it leads to changes in educator practice and improved student outcomes. This is accomplished through a system of professional learning programs and supports within Wakulla.

- PAEC's Academic and Professional Development team provides services to enhance classroom instruction and, ultimately, increase student achievement. Content specific professional learning activities are offered face-to-face, blended and online to support the needs of educators.
- Wakulla's New Hire Orientation occurs annually to support all newly hired individuals to the Wakulla County School System. This is including all non-instructional staff. The purpose of this orientation is to support these individuals in understanding and learning the ways the school system functions and the supports that are provided.
- Wakulla's New Teacher Induction Program (TIP) emphasizes growth, personal improvement, and enhancement of professional practice. This program not only introduces teachers to the policies, procedures, and practices of the Wakulla County Schools, but also provides for verification of the teacher's ability to demonstrate the teaching competencies and teaching accomplished practices. It is designed to recognize that people new to the district and in many instances to the teaching profession, need assistance and mentoring as they become fully accomplished professionals.
- The Wakulla Educational Leadership Academy (WELA) is a comprehensive leadership preparation program designed for individuals who are aspiring to become school or district administrators. The Academy targets key learning and provides the candidate the content knowledge and hands-on experiences necessary to be successful as an instructional leader. The goals of this programs are to prepare candidates with the critical leadership standards, core values, knowledge and skills that all leaders must possess as schools move from change to sustainability.

- Professional Development in Reading required by Section 1012.98(4)(b)11.F.S., is provided through a multitude of ways: FDLRS, program-based training, PLCs, PAEC courses, and book studies. Professional development sessions focus on the 6 areas of reading and include instructional strategies that are multisensory and taught in an explicit and systematic way. Screening, formative, and summative data are used to identify, differentiate, and intensify professional development based on teacher, school, and district need. School-based data chats provide pathways for professional development needs to be shared by principals with district staff. The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge.
- The Certified Mentor/Peer Educator Program uses veteran teachers to support and address the needs of new educators. Professional learning is offered to mentor teachers to grow their skills in an effective process for conferring with professional about their performance. This program also supports veteran teachers in developing interpersonal communication skills in an effort to make the collegial coaching cycle effective.
- Professional Learning Communities provide collaborative and cooperative models of professional learning. These are characterized by teachers, staff, and/or school leaders who come together to reflect on their practices and develop and implement new ways to improve practice. Collective effort increases effect, improves the knowledge and skills of participants, and increases the likelihood that knowledge and skills will be implemented.
- Annual professional learning days are built into the school calendar. These days provide opportunities to review district, school and student data, to support and reflect on current instructional practices, and to support the various professional learning needs of educators.
- Professional learning opportunities are held throughout the summer and during pre-planning. District Collaborative Teams (DCT) is held every summer to allow for opportunities for teachers to meet with other teachers in the district at the same grade/department and vertically within a subject to discuss planning, pacing, and assessment. Professional and Organizational Day (POD) is held each year during pre-planning. This day offers a variety of professional learning opportunities for teachers to attend to meet their specific professional development needs.
- Professional Learning Conferences (i.e. FCTM, FCEC, FMEA, FHSA, etc.) are attended annually in an effort to support broader professional learning needs and goals.
- Reading Endorsement, Gifted Endorsement, ESOL Endorsement, Autism Endorsement, and Athletic Coaching Endorsement classes are offered annually through PAEC to support those teachers needing or interested in obtaining these endorsements.

Strategies to Assist Preschool Children

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

To assist parents during the transition from preschool to kindergarten, each elementary school hosts an Open House as well as a Kindergarten Round-Up. At these events, parents have to opportunity to meet the Kindergarten team and tour the school. Staff is on-site to assist with completing registration paperwork. Additionally, each school provides newsletters and hosts numerous Parent and Family Engagement events to ease the transition from preschool to kindergarten. Preschool and kindergarten teachers meet with parents of children with disabilities to develop their matriculation IEP to ensure they are receiving the support and services they need to be successful.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Riversink Elementary School is not identified as an ATSI, TSI, or CSI school.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Riversink Elementary School is not identified as an ATSI, TSI, or CSI school.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET
Plan Budget Total

ACTIVITY

**FUNCTION/
OBJECT**

**FUNDING
SOURCE**

FTE

AMOUNT

0.00