

# West Riverside Elementary School



2014-15 School Improvement Plan

## West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

<http://www.duvalschools.org/wres>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
56%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
59%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	D	C

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

West Riverside Elementary School is to provide an engaging learning environment in which students are afforded opportunities to develop their intellectual abilities, experience academic success, and learn how to be contributing members of their community. Students will be provided a comprehensive educational program that is standards-based in accordance with Duval County Public Schools standards and the Florida Sunshine State Standards/Common Core Standards.

##### **Provide the school's vision statement**

All the students of West Riverside Elementary School will gain the skills necessary each day so that they can successfully complete each grade and meet standards in order to become productive global citizens.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

West Riverside makes building cultures among staff and students a priority. We begin with orientation and next is open house. We have a large ESOL population and are a Dual Language school. We make sure to send home information in English and Spanish. We hold Dual Language nights to build communication. We have several translators working in the building. We are sure to have dictionaries available in all languages necessary. Home visits when are done when needed. The teachers make sure to spend time talking to children and get to know all of the students. All of the teachers take ownership of ALL of the students. Many of the ESOL students are mainstreamed so that all students become comfortable with the variety of cultures in the building.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

In order to develop a safe and respected school environment we always keep the students in the forefront. Students help to develop classroom rules. West Riverside establishes school rules, rituals, and routines that are put into place immediately, We hold assemblies with all of the students to clearly explain expectations. Our school counselor delivers classroom lessons on character education and bullying, She also has small group lessons on building social skills, Our school tries to create an open dialogue where students are comfortable to talk to their teachers about anything that is upsetting them. There is also a known open door policy with the school counselor.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

In order to build a positive atmosphere around the school with behavior we utilize positive referrals, all teachers choose a 212 student of the month, there is a special Silver Spoon behavior system in the Café, and our Principal runs a Success Store to reward going the extra degree. The bus is using a new behavior system to prevent behavior issues from arising before the students arrive. Classroom behavior charts that are the same in every room so students are aware from year to year of the



expectations. Our school counselor delivers lessons on bullying and character. When disciplinary action is needed we use classroom and school referrals. The expectations for the use of each of these is clearly explained to the teachers and the students. The type of referral depends on the severity of the misbehavior and is first handled by the teacher and then administration as needed. School counseling is available when needed. Buddy teachers are utilized to support classroom teacher's need for behavior issues. West Riverside tries to create an open communication with students and parents for both positive and negative issues. Foundations training is provided to teachers and students on expectations for children. This is explained to the entire staff so we all have the same expectations. We also have code of conduct lessons with the students.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school counselor provides a positive referral system that can be written by students and teachers. West Riverside has a PALS program (Positive Adult Leaders for Students). This is a program that pairs an adult volunteer with a student that needs extra one-on-one social and academic support. The PALS adult volunteer stays with the same student throughout their elementary career. We are also partners with the CEW program (Children's Enrichment Workshops). This program provides after school enrichment. For example, art, basketball, yoga, violin, etc. Another activity we participate in is Reading Pals for Pre-K. This pairs one adult with one pre-K student. They spend time reading and talking to build social and academic skills. We are partnering with University of North Florida's teacher program. This allows the ESOL pre-interns to provide one-on-one academic and social support to the ESOL students. Referrals to outside counseling agencies are used when necessary by our school counselor. Individual/ small group classroom guidance lessons are also provided throughout the year. WRES maintains an open door policy for guidance, ongoing communication with parents, and home visits when needed.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our school counselor targets students that have 20 or more absences from the previous year and 5 or more absences in a 30 day period. This includes: daily check-ins, weekly incentives, monthly incentives, and quarterly incentives for consistent attendance. We also have an attendance intervention team that meets when needed and maintains ongoing communication with parents. WRES uses classroom referrals, WRES parent-teacher conferences, teacher-school counselor conferences, and teacher- student conferences.

The ALERT program (district provided) also assists with warning indicators.

The district provides data from Performance Matters which includes all district/state required assessments; teachers monitor their own student data, participate in data chats among teachers, and hold data chats with students.

WRES is providing the extra school hour in Reading per the State requirement.

This year, WRES has both reading and math interventionists to directly assist identified, struggling students.

We also have a reading and math coach who provide support and professional development to teachers.

Extended Day (our after school care program) offers intense homework assistance to those children.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	7	6	5	6	5	39
One or more suspensions	1	10	5	7	4	5	32
Course failure in ELA or Math	2	2	2	7	0	1	14
Level 1 on statewide assessment	0	0	0	19	18	26	63

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	2	8	6	7	26

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Extended School Day dedicated to reading based on data. Some of the programs we're using are three 20 minute rotations based on student data. This includes the use of Write to Learn, Achieve 3000, i-Ready programs, Text Talk, Making Words, skills and teacher led centers. Strategic use of Reading/ Math Interventionists using data and teacher referrals. Both interventionists will meet regularly with the identified students in small groups or classroom push-in and pull-out situations.

The reading interventionist will utilize the Barton Reading and Spelling System per the district. The math interventionist will use the i-Ready Common Core teacher led program, and intense use of manipulatives and other hands on activities.

We also have a reading and math coach who provide support and professional development to teachers. they are also going to work with groups of students this year.

Our school counselor targets students that have 20 or more absences from the previous year and 5 or more absences in a 30 day period. This includes: daily check-ins, weekly incentives, monthly incentives, and quarterly incentives for consistent attendance. We also have an attendance intervention team that meets when needed and maintains ongoing communication with parents. WRES uses school counselor generated classroom referrals, WRES parent-teacher conferences, teacher-school counselor conferences, and teacher- student conferences.

The ALERT program (district provided) also assists with warning indicators.

The district provides data from Performance Matters which includes all district/state required assessments; teachers monitor their own student data, participate in data chats among teachers, and hold data chats with students, teachers and administrators.

We are opening our computer lab to students 30 minutes prior to the beginning of the school day. We will target students who have limited or no access to computers at home. This time will be dedicated to the i-Ready (reading and math) computer program required by the district. The extra time will provide the most current data and progress to the teachers, interventionists and coaches.

Extended Day (our after school care program) offers intense homework assistance and computer access to those children.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/221720>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

### Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a parent liaison that will be facilitating the community supporting West Riverside. Garden club, 212 store is supported by various business partners, parent volunteers, CEW, PALS, SAC supports our school, local Library connection, Patrols being supported by community businesses

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Johnson, Sylvia	Principal
Carver, Raymond	Assistant Principal
Manuel, Gloria	Instructional Coach
Haas, Kristan	Instructional Coach
Laboy Carasquillo, Gladys	Guidance Counselor
Townsend, Lee	Other
DePriest, Robin	Other

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

-Dr. Sylvia Johnson (Principal; MTSS Member): Ensures that all staff are implementing MTSS. Communicates with School Advisory Council (SAC) regarding the MTSS process. As the building level administrator, all operations, instruction, evaluation, and communication with stakeholders fall into her realm of responsibility. In conjunction with regular collaboration and debriefs with Instructional Coaches and Interventionists, Dr. Johnson shares pertinent information with faculty and staff, directs and approves all professional development to ensure that it is aligned with the district mandates, state requirements, federal policies and procedures, and the needs of teachers to meet the needs of children. All final decisions on hiring and ways of work are part of her responsibility. Maintaining a culture and climate that is safe for employees and children, participating in the Shared Decision process as a voting member of the shared Decision Committee, and monitoring instruction with fidelity are her main areas of focus.,

-Dr. Carver (Assistant Principal): Responsible for professional development, technology, testing,

public relations, campus security, cafeteria, and events. Monitors safety net and MTSS programs. Oversees text books, SIP, Title XI, PTA, ESOL, Dual Language, Math and Science. Participates in SAC and PTA. Dr. Carver's main responsibility is to support the work of the Principal and to follow through on duties assigned to him as he learns the many facets of leadership.

- Angela Doss (school counselor; ESOL Contact; MTSS Chair): Responsible for facilitating all MTSS meetings. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provide input in regards to appropriate interventions. Records notes for all meetings and maintain MTSS log which includes all students in tiers 2 and 3. Completes observations of students in tier 2 and tier 3. Trains staff and parents on MTSS, documentation, and progress monitoring. Assists in developing ESOL intervention plans K-5.
- Kristan Haas (Reading Coach; MTSS Member; PDF): Participates in MTSS meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding common core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one.
- Gloria Manuel (Math Coach; MTSS Member): Participates in MTSS meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding common core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one.
- Robin DePriest (Reading Interventionist; MTSS Member): Participates in MTSS meetings as needed. Collaborates with Reading instruction in developing and implementing intervention plans for K-5. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one.
- Lee Townsend (Math Interventionist; MTSS Member): Participates in MTSS meetings as needed. Collaborates with Math instruction in developing and implementing intervention plans for K-5. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one.

-The school based leadership team will meet to discuss the progress of students. As needed, the team will develop new strategies and interventions to meet the needs of our students. This in turn will be incorporated into the SIP.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS team meets once a month to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting standards.

Based on the above information, the team will:

- Identify professional development needed.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data is used to determine the specific needs of students. Based on the data, students can be served in small groups or individually.

Federal Title I funds pay for the salaries of the Math Coach, Reading Interventionist, 59% of VPK Teacher, 59% of VPK Para Professional, and our Parent Involvement Liason.

SAI funds, \$2,817.29 will be used to provide 1 tutor for 18 days in order to tutor students whose data indicate a need for this targeted assistance

School Advisory Council will be asked to assist in maintaining and funding our "212 ...Extra Degree" store to reward students for excellent behavior or significant improvement in interacting with peers, time on task, and respecting adults. Students will have to earn Degree Points to shop in the store.

The reward system for the Silver Spoons points for good cafeteria behavior is in place and needs funds to provide the for recognition.

Providing each child with a take home folder for work to be signed and returned as well as work to stay at home will increase communication in such a diverse setting with multiple languages. The use of daily agendas has proven to be an effective tool for consistent teacher-parent communication. CEO school that provides free breakfasts, lunches, and snacks (for extra hour) to all students. The school also applies annually for the Fresh Fruits and Vegetables Program.

A Parent Involvement Room exists with computers and resources so that parents can complete personal or school based assignments in addition to work with their children in the areas of reading and math. Many of the resources are available for checkout. Several workshops are offered throughout the year to parents, such as financial literacy and how to help your child prepare for the FSA.

Students are able to check out iPads to use at home for blended learning.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lowell Jackson	Parent
Jerry Varon	Parent
Bruce Holley	Parent
Kerri Halligan	Parent
Pat Wilson	Teacher
Kate Rouh	Teacher
Jim Martin	Parent
Dr. Raymond Carver	Teacher
Dr. Sylvia Johnson	Principal

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The committee reviews the plan, data, analyzes for effectiveness and makes recommendations for current plan.

*Development of this school improvement plan*

The SAC recommends school improvement processes and resources to assist the school with working toward the fulfillment of the mission and vision of the school. The Committee actively reviewed, discussed, and revised the goals and processes of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The snapshot of school needs were given to SAC for review and recommendations for funding.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Funds may be used to supply the 212 Success Store, agendas, interactive journals, campus beautification and safety.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Haas, Kristan	Instructional Coach
DePriest, Robin	Teacher, Adult

#### Duties

**Describe how the LLT promotes literacy within the school**

- PLC's with Reading Coach
- Common Grade Level Planning with Reading Coach
- Lesson Studies
- Nine week's student reading goals with celebration
- Literacy Night
- Scholastic Book Fair
- Parent Involvement Room resources
- Nook (ereader)club
- Book Classroom Logs
- Extended Hour
- Student Newspaper
- Reading of word problems
- Spring 4th Grade enrichment

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

COPs and common planning are organized for vertical articulation per subject for grade levels 3, 4, 5 due to the size of our school and best practices for our school's needs. They are organized by grade levels for K, 1 and 2. Teachers participate in Lesson Studies. For Early Release Days, professional development aligns specifically to subjects taught, grade levels, resource teachers and paras. Teachers visit other classrooms to observe best practices. They regularly share materials, academic rituals and routines and various technology used in classrooms.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

West Riverside Elementary will recruit highly qualified teachers by utilizing the District's screening process, word-of-mouth, and various collegiate preparation programs.

West Riverside Elementary will retain highly qualified, certified, and effective teachers by using mentors and coaches for modeling and other professional development sessions through the observation of demonstrated need.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Currently, mentors are provided to the following teachers: one Kindergarten Dual Language Spanish teacher and the 2nd grade Dual Language teacher. Their mentor is a veteran Dual Language Spanish teacher.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Frequent walk-throughs and observations by administration with documented input and next steps. Administration regularly recommends coaches to assist teachers to implement the next steps. Reading, Writing, Math, Science and Social Studies curriculum is provided by the district. This is aligned to the state LAFS and MAFS. All other technology programs are common core aligned. Materials are provided with the district curriculum and/or purchased by our school. To ensure these materials are aligned with Florida's standards, we refer to the LAFS and MAFS and its associated curriculum, as well as consulting with district and school specialists.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Administrators, coaches, interventionists, and teachers regularly consult data and anecdotal notes to determine the latest academic needs. Using Performance Matters, we see data from multiple sources eg. iReady, Curriculum Guide Assessments, state standardized tests. Teachers regularly make anecdotal notes as well. All information is used to guide instruction to meet the needs of students. With this information, teachers work with coaches, interventionists and ESE specialists to create small groups, specific needs centers, push-in classroom support, pull-out groups, direct instruction, and extra computer time before school starts.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Extended School Day dedicated to reading based on data. Some of the programs we're using are three 20 minute rotations based on student data. This includes the use of Write to Learn, Achieve 3000, i-Ready programs, Text Talk, Making Words, skills and teacher led centers.

***Strategy Rationale***

The computer programs used allow regular data and monitor change and growth over periods of time. The other programs lend themselves to anecdotal notes which can be used for next day instruction or reteaching. Therefore having a plethora of programs has a greater probability of meeting all students' needs.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Haas, Kristan, haask@duvalschools.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Administrators, coaches, interventionists, and teachers regularly consult data and anecdotal notes to determine the latest academic needs. The computer programs use pre and post assessments; teachers use self generated or curriculum assessments and quarterly Curriculum Guide Assessments are given by the district. These assess material learned each nine weeks.



**Strategy: After School Program**

**Minutes added to school year: 810**

The Extended Day program will collaborate with the library to provide a book club for students 3-5. The book club will be divided into two groups- one for girls and one for boys.

***Strategy Rationale***

Book clubs are an excellent real world example of how to use what is learned in the ELA classroom. Students practice using context clues, affixes and root words for unknown vocabulary. They also use close reading strategies that lead to great peer discussions, analytical thinking about author's purpose, plot, and interpretations that students must support with evidence from the text.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

DePriest, Robin, depriestr@duvalschools.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

This data will be both anecdotal and assessed in the classroom. Teachers will observe possible increases in student participation during discussions in the classroom, and the adult leading the group will also provide feedback during the book club. We will use iReady mini assessments for the participating students to measure their growth in comprehension and vocabulary for those students and teacher created assessments.

**Strategy:** Before School Program

**Minutes added to school year:** 2,970

Selected students will have access to the computer lab before school starts to complete iReady tutorials and assignments. Students will also work on Achieve 3000, ABC123, and homework.

**Strategy Rationale**

Many students do not have access to computers at home which leads to a technology gap. Students who use computer programs at home complete more assignments and tutorials which can have a direct impact on student growth.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Townsend, Lee, townsendl1@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Since these students will be able to complete more assignments and quizzes, they will also produce more data that will show us needs and areas for growth. Coaches and interventionists will monitor those participating students who don't have access to technology and have a better picture of the next steps to take for them to become more successful.

**Strategy:** After School Program

**Minutes added to school year:** 405

The Extended Day Program will collaborate with the local library to provide a monthly read-aloud and discussion with Kindergarten through Second grade students. Students will work on iReady, Achieve 3000, ABC123, and Homework.

**Strategy Rationale**

Read-alouds provide opportunities for vocabulary enrichment, better comprehension and encourages reading stamina.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

DePriest, Robin, depriestr@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

This data will mostly be anecdotal. An increase in student participation in discussions during the monthly read-aloud and classroom, anticipation for the program each month, and an increase in reading stamina will be observed and looked for in the Extended Day Program and in the classroom.

**Student Transition and Readiness**

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

In order to assist all students transitioning to the next grade level, West Riverside Elementary will:

- Focus on building positive relationships with parents/guardians and school personnel
- Establish regular communication between school and home
- Develop consistent rituals and routines
- Implement a buddy-system to assist in the transition by using older students or well-adjusted classmates
- Provide support through school counselor for students having difficulty adjusting to new environment
- Ensure that families know what a school day looks like: daily schedule, lessons, meals, resources
- Communicate expectations for behavior and home learning to parents in order to foster a working relationship between school and home
- Encourage family participation
- Provide parental education for the utilization of online resources: grade portal, Rosetta Stone (dual language), iReady, Achieve 3000

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Not applicable

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Not applicable

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Not applicable

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Not applicable

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 65% of our students in grades 3/4/5 will achieve proficiency on the FSA Reading.
- G2.** 34% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA.
- G3.** 58% of K-2 students will score a 70% or higher on the i-Ready Reading Diagnostic.
- G4.** 61% of 3/4/5 grade students will achieve proficiency on the FSA Math by incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice.
- G5.** 29% of K-2 students will score 70% or higher on the i-Ready Math Diagnostic by completing i-Ready content, incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice.
- G6.** 51% of 5th Grade students will score 3 or higher on the Science FCAT.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. 65% of our students in grades 3/4/5 will achieve proficiency on the FSA Reading.** 1a

G055489

**Targets Supported** 1b

Indicator	Annual Target
	65.0

**Resources Available to Support the Goal** 2

- Reading coach will support teacher needs through observations and professional development
- Teachers will closely follow the gradual release model
- Teachers will use Common Board Configurations
- Teachers will use interactive concept walls (Word Walls)
- Teachers and students will use interactive journals
- Teachers will meet weekly to discuss student work and determine next steps
- Extended school day allows an extra hour for reading lessons and focused groups
- Reading Interventionist allows for daily small group instruction where needed
- Technology resources such as iReady and Achieve 3000
- Authentic literature provided by to district to do novel studies with grades 3-5

**Targeted Barriers to Achieving the Goal** 3

- Students not arriving on grade level
- New curriculum with resources that may not be readily available I-ready and the Common Core Tool Box
- Multiple students that have been double promoted to 5th grade from 3rd.
- Multiple students that have been retained 2 or more years
- Students that are unfamiliar with the online testing program

**Plan to Monitor Progress Toward G1.** 8

Curriculum Guide Assessments

**Person Responsible**

Sylvia Johnson

**Schedule**

Quarterly, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

CGA and FSA scores

**G2.** 34% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA. **1a**

G055490

**Targets Supported** **1b**

Indicator	Annual Target
	34.0

**Resources Available to Support the Goal** **2**

- Interactive Journals in all subjects, using a writing rubric with teacher feedback
- Common Board Configurations
- Reading Coach Support
- ELL support- Para ESOL support, University on North Florida TSOL students working one-on-one with ESOL students in 3rd grade, grades 4 and 5 using push-in to strengthen ESOL English Language Arts, Dual Language classes in K-2
- Planning time for teachers to go over student work and student data
- Concept Walls (word walls) with student-generated examples and /or graphics with words
- Use of technology programs- Achieve 3000(grades 3-5) and Write-to-Learn (grade 5) which incorporates writing and response to literature
- K-2 Writing Program- Units of Study by Lucy Calkins

**Targeted Barriers to Achieving the Goal** **3**

- Lack of students knowledge of grammar, spelling, and sentence syntax that begins in K and works it's way up
- Adequate teacher training in new assessment of writing
- Immediate use of the technology programs Achieve 3000 and Write-to-Learn
- Teacher new to teaching writing curriculum

**Plan to Monitor Progress Toward G2.** **8**

Regularly discuss and monitor interactive journal usage (3rd-5th grade), Write-to-Learn data (5th grade)

**Person Responsible**

Kristan Haas

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Writing is on grade level according to district rubrics and Write-to-Learn Rubric

**G3. 58% of K-2 students will score a 70% or higher on the i-Ready Reading Diagnostic.** 1a

G055491

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Reading coach, Reading Interventionist, ESOL specialist and district K-2 specialist
- Common Board Configurations
- Interactive Journals
- Concept Word Walls (Interactive Word Walls)
- Teacher use of Close reading lessons and text dependent questions
- Team meetings for teachers to share student work and offer ideas for student growth

**Targeted Barriers to Achieving the Goal** 3

- Students not proficient when arriving at next grade level
- Assessments only given on a computer

**Plan to Monitor Progress Toward G3.** 8

Teacher assessments and i-Ready Reading Progress Monitoring and Diagnostic

**Person Responsible**

Sylvia Johnson

**Schedule**

Semiannually, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

Evidence is improved student performance, meaningful dialogue with students to monitor ability to articulate processes

**G4.** 61% of 3/4/5 grade students will achieve proficiency on the FSA Math by incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice. 1a

G055492

**Targets Supported** 1b

Indicator	Annual Target
	61.0

**Resources Available to Support the Goal** 2

- Math coach, district specialist, Math Interventionist
- iReady program
- Common Board Configuration
- Interactive Concept Wall (Word Wall)
- Interactive Journals
- Heavy on Math Investigations (Conceptual Math)
- Curriculum Guide

**Targeted Barriers to Achieving the Goal** 3

- Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis
- Math teachers that are new to grade level
- I-ready unavailable until September 23.
- A large percent of students is a grade level or two below grade expectation at the end of 2014 school year

**Plan to Monitor Progress Toward G4.** 8

Data Chats with teachers and students

**Person Responsible**

Sylvia Johnson

**Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Anecdotal notes from data chats and current disaggregated data



**G5.** 29% of K-2 students will score 70% or higher on the i-Ready Math Diagnostaic by completing i-Ready content, incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice. 1a

G055493

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Math Coach, Math District Specialist, Math Interventionist, and ESOL Specialist
- Math Technologies: IReady, Gizmos, Pearson (MI and EnVision)
- Common Board Configurations
- Interactive Journals
- Interactive Concept Wall (Word Walls)
- Grade level meeting to share student work and determine steps to be taken next
- Exit Tickets
- iReady Common Core books

**Targeted Barriers to Achieving the Goal** 3

- Student not proficient when arriving to next grade level
- Assessment only given on a computer

**Plan to Monitor Progress Toward G5.** 8

Teacher assessments and I-Ready Progress Monitoring and Diagnostic

**Person Responsible**

Sylvia Johnson

**Schedule**

Semiannually, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

Improved students performance, meaningful dialogue with students to monitor ability to articulate processes

**G6. 51% of 5th Grade students will score 3 or higher on the Science FCAT.** 1a

G055494

**Targets Supported** 1b

Indicator	Annual Target
	51.0

**Resources Available to Support the Goal** 2

- District specialist support
- Technology support- GIZMOS
- P-SELL program
- Interactive Concept Walls
- Common Board Configurations

**Targeted Barriers to Achieving the Goal** 3

- Not enough science taught at each grade level before 5th grade
- 5th grade teacher new to curriculum

**Plan to Monitor Progress Toward G6.** 8

Science skill progress monitoring

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

CGA and FCAT (4th grade) Project Products

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** 65% of our students in grades 3/4/5 will achieve proficiency on the FSA Reading. **1**

 G055489

**G1.B1** Students not arriving on grade level **2**

 B139864

**G1.B1.S1** Teachers will access testing data to determine next steps. This would include planning student rotations that best suit their needs, and small group instruction. Also, teachers will meet with guidance and reading coach to determine if the MTSS process is needed. **4**

 S152243

### Strategy Rationale

#### Action Step 1 **5**

Observations of rotations for support, meet during COPs to determine focus areas and sharing of ideas among teachers

#### Person Responsible

Kristan Haas

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Check results of CGAs and FSA

**Action Step 2** 5

Reading Interventionist will meet with small groups of students that are struggling or not working on grade level.

**Person Responsible**

Robin DePriest

**Schedule**

Daily, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, CGA and FSA data used to determine growth throughout the year

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

data analysis

**Person Responsible**

Sylvia Johnson

**Schedule**

Quarterly, from 9/12/2014 to 5/29/2015

**Evidence of Completion**

Data chats about the CGA, determining groups, plans for extended school day

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

CGA data and iReady Baseline and iReady Progress monitoring

**Person Responsible**

Sylvia Johnson


**Schedule**

Quarterly, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

Student proficiency improves

**G1.B2** New curriculum with resources that may not be readily available I-ready and the Common Core Tool Box **2**

 B139865

**G1.B2.S1** Reading coach will offer support to teachers to cover new curriculum guide and assistance with lesson planning based on CGs. **4**

 S152244

### Strategy Rationale

#### Action Step 1 **5**

Curriculum guide training and support

#### **Person Responsible**

#### **Schedule**

Monthly, from 9/8/2014 to 5/15/2015

#### **Evidence of Completion**

lesson plans based on curriculum guides, students scoring proficient of CGA's

#### Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

lessons reflect curriculum guide

#### **Person Responsible**

Sylvia Johnson

#### **Schedule**

Weekly, from 9/1/2014 to 6/5/2015

#### **Evidence of Completion**

observations; lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

student performance increase

**Person Responsible**

Sylvia Johnson


**Schedule**

Quarterly, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

CGA, iReady, and FSA data

**G1.B3** Multiple students that have been double promoted to 5th grade from 3rd. 2

 B139866

**G1.B3.S1** Targeted reading instruction during the extended school hour that is based on student need

4

 S152245

**Strategy Rationale**

**Action Step 1** 5

Specific rotations and teacher led groups will be based on student data for these students

**Person Responsible**

Robin DePriest

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Assessment data from CGAs, iReady, and teacher anecdotal notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Classroom observations

**Person Responsible**

Sylvia Johnson

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Notes and observations taken by principal, Data chats focused on student growth

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Data chats to focus on double promoted students

**Person Responsible**

Robin DePriest


**Schedule**

Every 6 Weeks, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Notes from data chats, data from CGAs, iReady, and any teacher notes that are relevant

**G1.B4** Multiple students that have been retained 2 or more years **2**

 B139867

**G1.B4.S1** Focused use of the Extended school hour targeting student need **4**

 S152246

**Strategy Rationale**

**Action Step 1** **5**

Students that have been retained 2 or more times will have targeted implementation of reading lessons during the extended school hour.

**Person Responsible**

Robin DePriest

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Observations by principal, support for planning by reading coach, Data from iReady and CGAs, data used to drive Reading Interventionist support

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

Observations by Principal, planning support by Reading Coach, data chats to plan our focused groups according to need, data used to drive Reading Interventionist support

**Person Responsible**

Robin DePriest

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Data will be analyzed to determine growth and next steps, groups will be fluid and based on data, Principala observations



**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Administer CGA, iReady, FSA, Analyze all assessments to monitor growth

**Person Responsible**

Robin DePriest


**Schedule**

Every 2 Months, from 9/12/2014 to 6/5/2015

**Evidence of Completion**

Growth on assessments should show students are making progress

**G1.B5 Students that are unfamiliar with the online testing program 2**

 B139868

**G1.B5.S1 Daily computer rotation time and weekly computer lab time allowing for student 4**

 S152247

**Strategy Rationale**

**Action Step 1 5**

Students will be given daily center rotation time on a computer and weekly computer time in the lab in order to become accustomed to the proper use of the computers and what it may look like when they take the FSA on the computer.

**Person Responsible**

Raymond Carver

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

The evidence that will be collected will be lab schedules and classroom rotation observations.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

iReady, Achieve 3000, and Write-to-Learn data

**Person Responsible**

Raymond Carver

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

By checking and progress monitoring the time usage of the programs we should be able to determine if and for how long students are getting onto the programs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Comparisons of data with the time usage to determine how long students are engaged in the programs and what effect it is having on their growth

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

iReady, Achieve 3000, and Write-to-Learn data comparisons taken quarterly to see which students are spending how much time in the programs and their growth

**G2.** 34% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA. 1

G055490

**G2.B1** Lack of students knowledge of grammar, spelling, and sentence syntax that begins in K and works it's way up 2

B139869

**G2.B1.S1** Utilizing the interactive journals as often as possible for students' written responses 4

S152248

### Strategy Rationale

#### Action Step 1 5

Daily Interactive Journaling

#### Person Responsible

Kristan Haas

#### Schedule

Daily, from 9/2/2014 to 6/5/2015

#### Evidence of Completion

Student work in journals, teacher feedback, use of journals for student grades

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Use of interactive journals in classroom

#### Person Responsible

Kristan Haas

#### Schedule

Biweekly, from 9/2/2014 to 6/5/2015

#### Evidence of Completion

student samples

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teacher and student use of interactive journals

**Person Responsible**

Kristan Haas

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

student work and teacher discussions of observations

**G2.B1.S2** Grammar, spelling, and syntax lessons embedded in cross-curricular writing 4

 S152249

**Strategy Rationale**

**Action Step 1** 5

Identifying grammar, spelling, and syntax needs of students and planning explicit lessons that will target these needs in the other subject areas.

**Person Responsible**

Kristan Haas

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Students' writing in their journals. COP time to discuss class needs and what lessons to put in place if not covered by the district curriculum guides.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Evidence of cross-curricular writing in interactive journals and student writing on Write-to-Learn (5th grade) and Achieve 3000

**Person Responsible**

Kristan Haas

**Schedule**

Every 2 Months, from 9/12/2014 to 6/5/2015

***Evidence of Completion***

interactive journals, anecdotal notes from student-teacher conferences, and print outs from Write-to-Learn and Achieve 3000

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

writing skill improvement

**Person Responsible**

Kristan Haas

**Schedule**

Monthly, from 9/12/2014 to 6/5/2015

***Evidence of Completion***

assessment results and interactive journals

**G2.B2 Adequate teacher training in new assessment of writing** 2

 B139870

**G2.B2.S1** Reading coach and district specialist will offer training as needed through observations and teacher request as well as teachers observing other writing teachers 4

 S152250

**Strategy Rationale**

**Action Step 1** 5

Professional Development will be received whenever possible by school Reading Coach and shared with staff immediately.

**Person Responsible**

Kristan Haas

**Schedule**

Monthly, from 9/2/2014 to 4/1/2015

**Evidence of Completion**

Information received at monthly coach meetings

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Use of effective writing strategies

**Person Responsible**

Kristan Haas

**Schedule**

Quarterly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

lesson plans, charting, and interactive journals

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

New information received from the district will be taught to the ELA teachers

**Person Responsible**

Kristan Haas

**Schedule**

Quarterly, from 9/5/2014 to 4/3/2015

**Evidence of Completion**

Use of any new information given by the district to better prepare our students for this assessment

**G2.B2.S2** Writing curriculum guide support from reading coach 4

 S152251

**Strategy Rationale**

**Action Step 1** 5

Adherence to the district curriculum guides

**Person Responsible**

Kristan Haas

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

lesson plans done explicitly and following the learning guides

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Curriculum guide support and lesson planning support offered as needed by coach and district specialist

**Person Responsible**

Sylvia Johnson

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teachers will be offered and can ask for lesson planning or CG support as needed, evidence will show in explicit lesson planning

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Lesson plan checks and observation of delivery of lessons

**Person Responsible**

Kristan Haas

**Schedule**


Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lessons will be delivered using the GRRM, explicit, with student engagement, and using data



**G2.B3** Immediate use of the technology programs Achieve 3000 and Write-to-Learn **2**

 B139871

**G2.B3.S1** District is planning to have technology ready to use to 9/12/14 **4**

 S152252

**Strategy Rationale**

**Action Step 1** **5**

Technology is supposed to be available 9/12/14, we will continue to check for availability

**Person Responsible**

Raymond Carver

**Schedule**

Daily, from 9/2/2014 to 9/30/2014

***Evidence of Completion***

When students are able to get into the technology programs

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Daily technology checks

**Person Responsible**

Raymond Carver

**Schedule**

Daily, from 9/2/2014 to 9/30/2014

***Evidence of Completion***

When teachers and students are able to get into the technology programs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Daily technology checks to see that teachers and students are able to use the program

**Person Responsible**

Raymond Carver

**Schedule**

Daily, from 9/2/2014 to 9/30/2014

**Evidence of Completion**

Student passwords should be available to be printed and given to students and teachers. This will allow them into the program- This is based on district providing access to the program

**G2.B4 Teacher new to teaching writing curriculum** 2

 B139872

**G2.B4.S1 Vertical planning with writing teachers to better prepare and support teacher new to writing curriculum** 4

 S152253

**Strategy Rationale**

**Action Step 1** 5

Teachers will meet regularly to vertically plan the writing curriculum

**Person Responsible**

Sylvia Johnson

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Interactive journals, lesson plans, notes and sitting in on meetings

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Provide time for vertical planning to take place among 3-5 teachers

**Person Responsible**

Sylvia Johnson

**Schedule**

On 6/5/2015


**Evidence of Completion**

Make schedule with resource teachers, allow planning every non-early release day for vertical planning


**G3. 58% of K-2 students will score a 70% or higher on the i-Ready Reading Diagnostic.** 1

 G055491

**G3.B1 Students not proficient when arriving at next grade level** 2

 B139873

**G3.B1.S1 Meaningful small groups and centers based on student needs** 4

 S152254

**Strategy Rationale**

**Action Step 1** 5

Centers and small group activities

**Person Responsible**

Lori Cohen

**Schedule**

Monthly, from 9/11/2014 to 6/5/2015

**Evidence of Completion**

i-Ready Progress Monitor Assessment given every 28 days, classroom assessments, and CGA's

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Analyze progress monitoring reports, data analysis drilled down to the individual student

**Person Responsible**

Raymond Carver

**Schedule**

Every 6 Weeks, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Evidence is fluid grouping following any assessment to differentiate instruction and provide targeted assistance as indicated by the data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Student engagement and improved performance

**Person Responsible**

Sylvia Johnson


**Schedule**

Every 2 Months, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Anecdotal notes and deliberate observation of students during work periods, data chats with students to move them toward taking charge of their own learning as documented in logs and journals

**G3.B2 Assessments only given on a computer** 2

 B139874

**G3.B2.S1 Explicit instruction for before, during, and after i-Ready Reading Diagnostic** 4

 S152255

**Strategy Rationale**

**Action Step 1** 5

Teacher resource for i-Ready implementation will be given

**Person Responsible**

Kristan Haas

**Schedule**

Annually, from 9/11/2014 to 5/1/2015

***Evidence of Completion***

Evidence will include observations and walk throughs when diagnostic is being administered

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

The Diagnostic summary from i-Ready will be analyzed

**Person Responsible**

Kristan Haas

**Schedule**

Daily, from 9/15/2014 to 9/30/2014

***Evidence of Completion***

Students complete the assessment 70% or higher do not rush during the assessment

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Positive announcements and e-mails to congratulate successful testing

**Person Responsible**

Tamara Halyard

**Schedule**

Daily, from 9/15/2014 to 9/30/2014


**Evidence of Completion**

Diagnostic summary on i-Ready Reading

**G4.** 61% of 3/4/5 grade students will achieve proficiency on the FSA Math by incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice. 1

 G055492

**G4.B1** Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis 2

 B139875

**G4.B1.S1** Use of Technology which may include: iReady, Gizmos, enVision, Math Investigations during 30 minute center rotations and will be monitored every 2 months 4

 S152256

**Strategy Rationale**

**Action Step 1 5**

Math Technologies

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

I-Ready Diagnostic, classroom assessments and CGAs

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Use of technology to supplement instruction

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Center rotation schedule Application reports

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Improved performance in Math

**Person Responsible**

Gloria Manuel

**Schedule**

Semiannually, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Assessment data (CGAs and I-Ready)

**G4.B1.S2** Math Investigations games will be used during center rotations and sometimes during hour of instruction at least 3 times per month. 4

 S152257

**Strategy Rationale**

**Action Step 1** 5

MI (Math Investigation) Games

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Centers, Classroom assessments and CGAs,

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.B1.S3 Math Strategy Charts will inform students and adults of the strategies to use.** 4

 S152258

**Strategy Rationale**

**Action Step 1** 5

Create math strategy charts

**Person Responsible**

Gloria Manuel

**Schedule**

Every 6 Weeks, from 8/25/2014 to 6/5/2015

***Evidence of Completion***

charts will be around room, classroom assessments and CGAs, math support and administration will question students on the best strategies to use for the math problem they are working on (if they know it or look at the chart, it is being used).



**Plan to Monitor Fidelity of Implementation of G4.B1.S3 6**

Students will be able to locate the chart that assist in their learning

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/15/2014 to 5/22/2015

***Evidence of Completion***

The charts in the room is clear evidence of implementation. When the students can locate and use them as reference to their learning, the math charts have been an excellent tool for learning.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

Math Strategy Charts will be hanging around the room or or a chart stand.

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/15/2014 to 5/22/2015

***Evidence of Completion***

On the visit to see updated and retired charts, students will be able to locate and use as needed for the lesson instructed at the time.

**G4.B1.S4 Math centers and math facts** 4

S152259

**Strategy Rationale**

**Action Step 1** 5

Math centers / rotations using ReFlex Math for 35 licenses

**Person Responsible**

Gloria Manuel

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

improved classroom assessment scores and CGAs

**Plan to Monitor Fidelity of Implementation of G4.B1.S4** 6

Walkthroughs, informal and formal observations

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/3/2014 to 5/29/2015

**Evidence of Completion**

Differentiated groupings, anecdotal notes, student engagement and improved performance on CGAs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** 7

Observations, COP, Differentiation of centers, alignment with Curriculum Guide

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/3/2014 to 5/29/2015

**Evidence of Completion**

Conference logs, student engagement and improved performance indicated in disaggregated data

**G4.B2** Math teachers that are new to grade level **2**

 B139876

**G4.B2.S1** Math coach will offer trainings as needed based on teacher observations and requests. Teachers in grades 3-5 will be given bi-monthly time to plan vertically. **4**

 S152260

**Strategy Rationale**

Our 3rd and 5th grade teachers are new to this grade level. The Curriculum Guide with resources readily available on district website will be of high importance.

**Action Step 1** **5**

Teachers will receive math curriculum, coaching cycle, and curriculum guide assistance

**Person Responsible**

Gloria Manuel

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Coach observations, lessons, and CGA data

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** **6**

Teachers are implementing training.

**Person Responsible**

Gloria Manuel

**Schedule**

Every 2 Months, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

observations

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Math performance is improving among students

**Person Responsible**

Sylvia Johnson


**Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

interactive journals, Center rotation and documentation, Math Charts, Lesson Plans, CGAs

**G4.B3** I-ready unavailable until September 23. 2

 B139877

**G4.B3.S1** Use I-Ready as a center when available. Until then, teachers should use teacher made centers. 4

 S152261

**Strategy Rationale**

**Action Step 1** 5

Monitor for centers and lessons completed

**Person Responsible**

Raymond Carver

**Schedule**

Every 6 Weeks, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

**G4.B4** A large percent of students is a grade level or two below grade expectation at the end of 2014 school year **2**

 B139878

**G4.B4.S1** Teacher led intense small groups based on student data **4**

 S152262

### Strategy Rationale

#### Action Step 1 **5**

Intense Small Group Instruction with teachers

#### **Person Responsible**

Gloria Manuel

#### **Schedule**

Every 2 Months, from 9/8/2014 to 5/8/2015

#### **Evidence of Completion**

Observations, center tasks, student notebooks, CGA data

#### Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Documentation and Lesson Plans

#### **Person Responsible**

Sylvia Johnson

#### **Schedule**

Monthly, from 9/5/2014 to 6/5/2015

#### **Evidence of Completion**

Individualized and group documentation, I-Ready Progress Monitoring, CGA quarterly

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Math Coach will support as needed for implementation resource as noted by monthly monitoring of Principal

**Person Responsible**

Gloria Manuel

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring reports and CGA data

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Math Coach will support as needed for implementation resource as noted by monthly monitoring of Principal

**Person Responsible**

Gloria Manuel

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Progress monitoring reports and CGA data

**G4.B4.S2 Math Interventionist support for bubble students** 4

 S152263

**Strategy Rationale**

**Action Step 1** 5

Math Interventionist will support in the classroom as well as pull out

**Person Responsible**

Lee Townsend

**Schedule**

Every 2 Months, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Documentation and results on CGAs and I-Ready

**Plan to Monitor Fidelity of Implementation of G4.B4.S2** 6

Documentation of support and students involved

**Person Responsible**

Lee Townsend

**Schedule**

Every 2 Months, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

CGAs and i-Ready Data

**Plan to Monitor Effectiveness of Implementation of G4.B4.S2** 7

Analyze Data through another point of view

**Person Responsible**

Raymond Carver

**Schedule**

Every 2 Months, from 9/2/2014 to 6/5/2015


***Evidence of Completion***

A summary of Data for the interventionist and any student specifics needed.


**G5.** 29% of K-2 students will score 70% or higher on the i-Ready Math Diagnostaic by completing i-Ready content, incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice. 1

 G055493

**G5.B1** Student not proficient when arriving to next grade level 2

 B139879

**G5.B1.S1** Meaningful small groups and centers based on student needs 4

 S152264

### Strategy Rationale

#### Action Step 1 5

Centers and small group activities

#### **Person Responsible**

Gloria Manuel

#### **Schedule**

Monthly, from 9/11/2014 to 6/5/2015

#### ***Evidence of Completion***

i-Ready Progress Monitor Assessment given every 28 days, Classroom assessments and CGAs

#### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Analyze Progress Monitoring Reports, Data analysis drilled down to the individual student

#### **Person Responsible**

Raymond Carver

#### **Schedule**

Every 2 Months, from 9/30/2014 to 5/29/2015

#### ***Evidence of Completion***

Fluid grouping following any assessment to differentiate instruction and provide targeted assistance as indicated by the data



**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Student engagement and improved performance

**Person Responsible**

Sylvia Johnson


**Schedule**

Every 2 Months, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Anecdotal notes and deliberate observation of student during work periods, data chats with students to move them toward taking charge of their own learning as documented in logs and journals

**G5.B2 Assessment only given on a computer** 2

 B139880

**G5.B2.S1 Explicit Instruction for before, during and after I-Ready Diagnostic** 4

 S152265

**Strategy Rationale**

**Action Step 1** 5

Teacher Resource for I-Ready Implementation will be given.

**Person Responsible**

Gloria Manuel

**Schedule**

Semiannually, from 9/11/2014 to 5/1/2015

**Evidence of Completion**

Observation and walk through when diagnostic is being administered.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Diagnostic Summary will be analyzed.

**Person Responsible**

Gloria Manuel

**Schedule**

Daily, from 9/15/2014 to 9/30/2014

***Evidence of Completion***

Students complete the assessment 70% or higher do not rush during the assessment.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Positive announcements to all and e-mails to congratulate successful testing

**Person Responsible**

Sylvia Johnson

**Schedule**

Daily, from 9/15/2014 to 9/30/2014

***Evidence of Completion***

Diagnostic Summary on i-Ready

**G6.** 51% of 5th Grade students will score 3 or higher on the Science FCAT. 1

G055494

**G6.B1** Not enough science taught at each grade level before 5th grade 2

B139881

**G6.B1.S1** District required science times in each grade level 4

S152266

### Strategy Rationale

#### Action Step 1 5

Required science lessons in all grade levels

#### Person Responsible

#### Schedule

Daily, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

observations, science CGAs and teacher assessments

#### Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Observing science scheduling structure

#### Person Responsible

Raymond Carver

#### Schedule

Monthly, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

Labs, journaling, projects, and explicit instruction

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Student science performance improvement

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

CGA and FCAT

**G6.B1.S2 Interactive science journals** 4

 S152267

**Strategy Rationale**

**Action Step 1** 5

Interactive Science Journals

**Person Responsible**

Raymond Carver

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Journal checks and CGAs

**Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Entries made into journals during and after instruction is delivered

**Person Responsible**

Raymond Carver

**Schedule**

Every 6 Weeks, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Meaningful entries that reflect deeper thinking and problem solving improvement; entries that reflect student ability to make connections that result in comprehension of material and the ability to apply and transfer skills

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7**

CG and materials entered into journals are aligned; rigor is evident; and extension of skills is a product of the work

**Person Responsible**

Raymond Carver

**Schedule**

Every 6 Weeks, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Meaningful written responses; improved verbal articulation indicating deeper comprehension

**G6.B1.S3 K-4 lead science teacher 4**

 S152268

**Strategy Rationale**

**Action Step 1 5**

West Riverside will have a K-4 science lead teacher to get resources and to help train the science teachers.

**Person Responsible**

Raymond Carver

**Schedule**

Every 2 Months, from 9/26/2014 to 6/5/2015

**Evidence of Completion**

Observations in training

**Plan to Monitor Fidelity of Implementation of G6.B1.S3 6**

Professional development will be provided by lead teacher as needed according to data from CGA's in grades 3-4 or classroom needs in K-2

**Person Responsible**

Raymond Carver

**Schedule**

Every 2 Months, from 9/29/2014 to 6/5/2015

***Evidence of Completion***

Focused data from CGA and classroom assessments

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7**

Classroom observations of science lessons, science experiments, and interactive journals

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 9/29/2014 to 6/5/2015

***Evidence of Completion***

District CGA's and classroom assessments

**G6.B1.S4 UNF Three Year Program with 4th Grade** 4

S152269

**Strategy Rationale**

**Action Step 1** 5

University of North Florida will be piloting a Language Arts Program through science content vocabulary embedding Art Media.

**Person Responsible**

Raymond Carver

**Schedule**

Weekly, from 1/5/2015 to 6/5/2015

**Evidence of Completion**

A pre and post test will be given for their writing, technology and reading assessment

**Plan to Monitor Fidelity of Implementation of G6.B1.S4** 6

40 minutes per week Program will be implemented and performance base projects will be end results

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 1/5/2015 to 6/5/2015

**Evidence of Completion**

Base projects and post assessment

**Plan to Monitor Effectiveness of Implementation of G6.B1.S4** 7

Conferences with the teacher and the students and evaluate the products

**Person Responsible**

Raymond Carver


**Schedule**

Monthly, from 1/5/2015 to 6/5/2015

**Evidence of Completion**

Products produced

**G6.B2** 5th grade teacher new to curriculum 2

 B139882

**G6.B2.S1** District support for instruction in P-SELL 4

 S152270

**Strategy Rationale**

**Action Step 1** 5

Support for the P-SELL science program is be provided by our district science specialist.

**Person Responsible**

Raymond Carver

**Schedule**

Biweekly, from 8/18/2014 to 7/3/2015

***Evidence of Completion***

Student engagement in lessons and experiments, student work in journals and P-SELL activity completion

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Meetings with district science specialist to go over progress with students and delivery of instruction

**Person Responsible**

Raymond Carver

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Anecdotal notes, student interactive journals, growth on CGA's



**Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7**

Student data, interactive journals, classroom observations

**Person Responsible**

Raymond Carver

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Growth on CGA's FCAT data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Observations of rotations for support, meet during COPs to determine focus areas and sharing of ideas among teachers	Haas, Kristan	8/18/2014	Check results of CGAs and FSA	6/5/2015 weekly
G1.B2.S1.A1	Curriculum guide training and support		9/8/2014	lesson plans based on curriculum guides, students scoring proficient of CGA's	5/15/2015 monthly
G1.B3.S1.A1	Specific rotations and teacher led groups will be based on student data for these students	DePriest, Robin	9/8/2014	Assessment data from CGAs, iReady, and teacher anecdotal notes	6/5/2015 daily
G1.B4.S1.A1	Students that have been retained 2 or more times will have targeted implementation of reading lessons during the extended school hour.	DePriest, Robin	9/8/2014	Observations by principal, support for planning by reading coach, Data from iReady and CGAs, data used to drive Reading Interventionist support	6/5/2015 daily
G1.B5.S1.A1	Students will be given daily center rotation time on a computer and weekly computer time in the lab in order to become accustomed to the proper use of the computers and what it may look like when they take the FSA on the computer.	Carver, Raymond	9/15/2014	The evidence that will be collected will be lab schedules and classroom rotation observations.	6/5/2015 weekly
G2.B1.S1.A1	Daily Interactive Journaling	Haas, Kristan	9/2/2014	Student work in journals, teacher feedback, use of journals for student grades	6/5/2015 daily
G2.B1.S2.A1	Identifying grammar, spelling, and syntax needs of students and planning explicit lessons that will target these needs in the other subject ares.	Haas, Kristan	9/2/2014	Students' writing in their journals. COP time to discuss class needs and what lessons to put in place if not covered by the district curriculum guides.	6/5/2015 monthly
G2.B2.S1.A1	Professional Development will be received whenever possible by school Reading Coach and shared with staff immediately.	Haas, Kristan	9/2/2014	Information received at monthly coach meetings	4/1/2015 monthly
G2.B2.S2.A1	Adherence to the district curriculum guides	Haas, Kristan	8/18/2014	lesson plans done explicitly and following the learning guides	6/5/2015 daily
G2.B3.S1.A1	Technology is supposed to be available 9/12/14, we will continue to check for availability	Carver, Raymond	9/2/2014	When students are able to get into the technology programs	9/30/2014 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	Teachers will meet regularly to vertically plan the writing curriculum	Johnson, Sylvia	9/1/2014	Interactive journals, lesson plans, notes and sitting in on meetings	6/5/2015 biweekly
G3.B1.S1.A1	Centers and small group activities	Cohen, Lori	9/11/2014	i-Ready Progress Monitor Assessment given every 28 days, classroom assessments, and CGA's	6/5/2015 monthly
G3.B2.S1.A1	Teacher resource for i-Ready implementation will be given	Haas, Kristan	9/11/2014	Evidence will include observations and walk throughs when diagnostic is being administered	5/1/2015 annually
G4.B1.S1.A1	Math Technologies	Manuel, Gloria	9/15/2014	I-Ready Diagnostic, classroom assessments and CGAs	6/5/2015 every-2-months
G4.B1.S2.A1	MI (Math Investigation) Games	Manuel, Gloria	8/25/2014	Centers, Classroom assessments and CGAs,	6/5/2015 every-2-months
G4.B1.S3.A1	Create math strategy charts	Manuel, Gloria	8/25/2014	charts will be around room, classroom assessments and CGAs, math support and administration will question students on the best strategies to use for the math problem they are working on (if they know it or look at the chart, it is being used).	6/5/2015 every-6-weeks
G4.B1.S4.A1	Math centers / rotations using ReFlex Math for 35 licenses	Manuel, Gloria	9/2/2014	improved classroom assessment scores and CGAs	6/5/2015 monthly
G4.B2.S1.A1	Teachers will receive math curriculum, coaching cycle, and curriculum guide assistance	Manuel, Gloria	9/8/2014	Coach observations, lessons, and CGA data	6/5/2015 monthly
G4.B3.S1.A1	Monitor for centers and lessons completed	Carver, Raymond	9/15/2014		6/1/2015 every-6-weeks
G4.B4.S1.A1	Intense Small Group Instruction with teachers	Manuel, Gloria	9/8/2014	Observations, center tasks, student notebooks, CGA data	5/8/2015 every-2-months
G4.B4.S2.A1	Math Interventionist will support in the classroom as well as pull out	Townsend, Lee	9/8/2014	Documentation and results on CGAs and I-Ready	6/5/2015 every-2-months
G5.B1.S1.A1	Centers and small group activities	Manuel, Gloria	9/11/2014	i-Ready Progress Monitor Assessment given every 28 days, Classroom assessments and CGAs	6/5/2015 monthly
G5.B2.S1.A1	Teacher Resource for I-Ready Implementation will be given.	Manuel, Gloria	9/11/2014	Observation and walk through when diagnostic is being administered.	5/1/2015 semiannually
G6.B1.S1.A1	Required science lessons in all grade levels		8/25/2014	observations, science CGAs and teacher assessments	6/5/2015 daily
G6.B1.S2.A1	Interactive Science Journals	Carver, Raymond	9/8/2014	Journal checks and CGAs	6/5/2015 weekly
G6.B1.S3.A1	West Riverside will have a K-4 science lead teacher to get resources and to help train the science teachers.	Carver, Raymond	9/26/2014	Observations in training	6/5/2015 every-2-months
G6.B1.S4.A1	University of North Florida will be piloting a Language Arts Program through science content vocabulary embedding Art Media.	Carver, Raymond	1/5/2015	A pre and post test will be given for their writing, technology and reading assessment	6/5/2015 weekly
G6.B2.S1.A1	Support for the P-SELL science program is be provided by our district science specialist.	Carver, Raymond	8/18/2014	Student engagement in lessons and experiments, student work in journals and P-SELL activity completion	7/3/2015 biweekly
G1.B1.S1.A2	Reading Interventionist will meet with small groups of students that are struggling or not working on grade level.	DePriest, Robin	9/2/2014	Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, CGA and FSA data used to determine growth throughout the year	6/5/2015 daily
G1.MA1	Curriculum Guide Assessments	Johnson, Sylvia	9/12/2014	CGA and FSA scores	6/5/2015 quarterly
G1.B1.S1.MA1	CGA data and iReady Baseline and iReady Progress monitoring	Johnson, Sylvia	9/12/2014	Student proficiency improves	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	data analysis	Johnson, Sylvia	9/12/2014	Data chats about the CGA, determining groups, plans for extended school day	5/29/2015 quarterly
G1.B2.S1.MA1	student performance increase	Johnson, Sylvia	9/12/2014	CGA, iReady, and FSA data	6/5/2015 quarterly
G1.B2.S1.MA1	lessons reflect curriculum guide	Johnson, Sylvia	9/1/2014	observations; lesson plans	6/5/2015 weekly
G1.B3.S1.MA1	Data chats to focus on double promoted students	DePriest, Robin	9/15/2014	Notes from data chats, data from CGAs, iReady, and any teacher notes that are relevant	6/5/2015 every-6-weeks
G1.B3.S1.MA1	Classroom observations	Johnson, Sylvia	9/8/2014	Notes and observations taken by principal, Data chats focused on student growth	6/5/2015 weekly
G1.B4.S1.MA1	Administer CGA, iReady, FSA, Analyze all assessments to monitor growth	DePriest, Robin	9/12/2014	Growth on assessments should show students are making progress	6/5/2015 every-2-months
G1.B4.S1.MA1	Observations by Principal, planning support by Reading Coach, data chats to plan our focused groups according to need, data used to drive Reading Interventionist support	DePriest, Robin	9/8/2014	Data will be analyzed to determine growth and next steps, groups will be fluid and based on data, Principala observations	6/5/2015 daily
G1.B5.S1.MA1	Comparisons of data with the time usage to determine how long students are engaged in the programs and what effect it is having on their growth	Carver, Raymond	9/15/2014	iReady, Achieve 3000, and Write-to-Learn data comparisons taken quarterly to see which students are spending how much time in the programs and their growth	6/5/2015 quarterly
G1.B5.S1.MA1	iReady, Achieve 3000, and Write-to-Learn data	Carver, Raymond	9/15/2014	By checking and progress monitoring the time usage of the programs we should be able to determine if and for how long students are getting onto the programs	6/5/2015 monthly
G2.MA1	Regularly discuss and monitor interactive journal usage (3rd-5th grade), Write-to-Learn data (5th grade)	Haas, Kristan	8/18/2014	Writing is on grade level according to district rubrics and Write-to-Learn Rubric	6/5/2015 monthly
G2.B1.S1.MA1	Teacher and student use of interactive journals	Haas, Kristan	9/2/2014	student work and teacher discussions of observations	6/5/2015 monthly
G2.B1.S1.MA1	Use of interactive journals in classroom	Haas, Kristan	9/2/2014	student samples	6/5/2015 biweekly
G2.B2.S1.MA1	New information received from the district will be taught to the ELA teachers	Haas, Kristan	9/5/2014	Use of any new information given by the district to better prepare our students for this assessment	4/3/2015 quarterly
G2.B2.S1.MA1	Use of effective writing strategies	Haas, Kristan	9/5/2014	lesson plans, charting, and interactive journals	6/5/2015 quarterly
G2.B3.S1.MA1	Daily technology checks to see that teachers and students are able to use the program	Carver, Raymond	9/2/2014	Student passwords should be available to be printed and given to students and teachers. This will allow them into the program- This is based on district providing access to the program	9/30/2014 daily
G2.B3.S1.MA1	Daily technology checks	Carver, Raymond	9/2/2014	When teachers and students are able to get into the technology programs	9/30/2014 daily
G2.B4.S1.MA1	Provide time for vertical planning to take place among 3-5 teachers	Johnson, Sylvia	9/1/2014	Make schedule with resource teachers, allow planning every non-early release day for vertical planning	6/5/2015 one-time
G2.B1.S2.MA1	writing skill improvement	Haas, Kristan	9/12/2014	assessment results and interactive journals	6/5/2015 monthly
G2.B1.S2.MA1	Evidence of cross-curricular writing in interactive journals and student writing on Write-to-Learn (5th grade) and Achieve 3000	Haas, Kristan	9/12/2014	interactive journals, anecdotal notes from student-teacher conferences, and print outs from Write-to-Learn and Achieve 3000	6/5/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	Lesson plan checks and observation of delivery of lessons	Haas, Kristan	8/18/2014	Lessons will be delivered using the GRRM, explicit, with student engagement, and using data	6/5/2015 weekly
G2.B2.S2.MA1	Curriculum guide support and lesson planning support offered as needed by coach and district specialist	Johnson, Sylvia	8/18/2014	Teachers will be offered and can ask for lesson planning or CG support as needed, evidence will show in explicit lesson planning	6/5/2015 weekly
G3.MA1	Teacher assessments and i-Ready Reading Progress Monitoring and Diagnostic	Johnson, Sylvia	9/12/2014	Evidence is improved student performance, meaningful dialogue with students to monitor ability to articulate processes	6/5/2015 semiannually
G3.B1.S1.MA1	Student engagement and improved performance	Johnson, Sylvia	9/30/2014	Anecdotal notes and deliberate observation of students during work periods, data chats with students to move them toward taking charge of their own learning as documented in logs and journals	5/29/2015 every-2-months
G3.B1.S1.MA1	Analyze progress monitoring reports, data analysis drilled down to the individual student	Carver, Raymond	9/30/2014	Evidence is fluid grouping following any assessment to differentiate instruction and provide targeted assistance as indicated by the data	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Positive announcements and e-mails to congratulate successful testing	Halyard, Tamara	9/15/2014	Diagnostic summary on i-Ready Reading	9/30/2014 daily
G3.B2.S1.MA1	The Diagnostic summary from i-Ready will be analyzed	Haas, Kristan	9/15/2014	Students complete the assessment 70% or higher do not rush during the assessment	9/30/2014 daily
G4.MA1	Data Chats with teachers and students	Johnson, Sylvia	9/2/2014	Anecdotal notes from data chats and current disaggregated data	6/5/2015 quarterly
G4.B1.S1.MA1	Improved performance in Math	Manuel, Gloria	9/15/2014	Assessment data (CGAs and I-Ready)	6/5/2015 semiannually
G4.B1.S1.MA1	Use of technology to supplement instruction	Manuel, Gloria	9/15/2014	Center rotation schedule Application reports	5/29/2015 every-2-months
G4.B2.S1.MA1	Math performance is improving among students	Johnson, Sylvia	9/2/2014	interactive journals, Center rotation and documentation, Math Charts, Lesson Plans, CGAs	6/5/2015 quarterly
G4.B2.S1.MA1	Teachers are implementing training.	Manuel, Gloria	9/15/2014	observations	6/5/2015 every-2-months
G4.B4.S1.MA1	Math Coach will support as needed for implementation resource as noted by monthly monitoring of Principal	Manuel, Gloria	9/2/2014	Progress monitoring reports and CGA data	6/5/2015 monthly
G4.B4.S1.MA1	Math Coach will support as needed for implementation resource as noted by monthly monitoring of Principal	Manuel, Gloria	9/2/2014	Progress monitoring reports and CGA data	6/5/2015 monthly
G4.B4.S1.MA1	Documentation and Lesson Plans	Johnson, Sylvia	9/5/2014	Individualized and group documentation, I-Ready Progress Monitoring, CGA quarterly	6/5/2015 monthly
G4.B1.S2.MA1	[no content entered]			once	
G4.B1.S2.MA1	[no content entered]			once	
G4.B4.S2.MA1	Analyze Data through another point of view	Carver, Raymond	9/2/2014	A summary of Data for the interventionist and any student specifics needed.	6/5/2015 every-2-months
G4.B4.S2.MA1	Documentation of support and students involved	Townsend, Lee	9/8/2014	CGAs and i-Ready Data	6/5/2015 every-2-months
G4.B1.S3.MA1	Math Strategy Charts will be hanging around the room or or a chart stand.	Manuel, Gloria	9/15/2014	On the visit to see updated and retired charts, students will be able to locate and use as needed for the lesson instructed at the time.	5/22/2015 every-2-months
G4.B1.S3.MA1	Students will be able to locate the chart that assist in their learning	Manuel, Gloria	9/15/2014	The charts in the room is clear evidence of implementation. When the students can locate and use them as	5/22/2015 every-2-months

**Duval - 0121 - West Riverside Elementary School - 2014-15 SIP**  
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				reference to their learning, the math charts have been an excellent tool for learning.	
G4.B1.S4.MA1	Observations, COP, Differentiation of centers, alignment with Curriculum Guide	Manuel, Gloria	9/3/2014	Conference logs, student engagement and improved performance indicated in disaggregated data	5/29/2015 every-2-months
G4.B1.S4.MA1	Walkthroughs, informal and formal observations	Manuel, Gloria	9/3/2014	Differentiated groupings, anecdotal notes, student engagement and improved performance on CGAs	5/29/2015 every-2-months
G5.MA1	Teacher assessments and I-Ready Progress Monitoring and Diagnostic	Johnson, Sylvia	9/12/2014	Improved students performance, meaningful dialogue with students to monitor ability to articulate processes	6/5/2015 semiannually
G5.B1.S1.MA1	Student engagement and improved performance	Johnson, Sylvia	9/30/2014	Anecdotal notes and deliberate observation of student during work periods, data chats with students to move them toward taking charge of their own learning as documented in logs and journals	5/29/2015 every-2-months
G5.B1.S1.MA1	Analyze Progress Monitoring Reports, Data analysis drilled down to the individual student	Carver, Raymond	9/30/2014	Fluid grouping following any assessment to differentiate instruction and provide targeted assistance as indicated by the data	5/29/2015 every-2-months
G5.B2.S1.MA1	Positive announcements to all and e-mails to congratulate successful testing	Johnson, Sylvia	9/15/2014	Diagnostic Summary on i-Ready	9/30/2014 daily
G5.B2.S1.MA1	Diagnostic Summary will be analyzed.	Manuel, Gloria	9/15/2014	Students complete the assessment 70% or higher do not rush during the assessment.	9/30/2014 daily
G6.MA1	Science skill progress monitoring	Carver, Raymond	8/25/2014	CGA and FCAT (4th grade) Project Products	6/5/2015 quarterly
G6.B1.S1.MA1	Student science performance improvement	Carver, Raymond	9/15/2014	CGA and FCAT	6/5/2015 quarterly
G6.B1.S1.MA1	Observing science scheduling structure	Carver, Raymond	8/25/2014	Labs, journaling, projects, and explicit instruction	6/5/2015 monthly
G6.B2.S1.MA1	Student data, interactive journals, classroom observations	Carver, Raymond	9/15/2014	Growth on CGA's FCAT data	6/5/2015 quarterly
G6.B2.S1.MA1	Meetings with district science specialist to go over progress with students and delivery of instruction	Carver, Raymond	8/18/2014	Anecdotal notes, student interactive journals, growth on CGA's	6/5/2015 biweekly
G6.B1.S2.MA1	CG and materials entered into journals are aligned; rigor is evident; and extension of skills is a product of the work	Carver, Raymond	9/15/2014	Meaningful written responses; improved verbal articulation indicating deeper comprehension	6/5/2015 every-6-weeks
G6.B1.S2.MA1	Entries made into journals during and after instruction is delivered	Carver, Raymond	9/15/2014	Meaningful entries that reflect deeper thinking and problem solving improvement; entries that reflect student ability to make connections that result in comprehension of material and the ability to apply and transfer skills	6/5/2015 every-6-weeks
G6.B1.S3.MA1	Classroom observations of science lessons, science experiments, and interactive journals	Carver, Raymond	9/29/2014	District CGA's and classroom assessments	6/5/2015 quarterly
G6.B1.S3.MA1	Professional development will be provided by lead teacher as needed according to data from CGA's in grades 3-4 or classroom needs in K-2	Carver, Raymond	9/29/2014	Focused data from CGA and classroom assessments	6/5/2015 every-2-months
G6.B1.S4.MA1	Conferences with the teacher and the students and evaluate the products	Carver, Raymond	1/5/2015	Products produced	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S4.MA1	40 minutes per week Program will be implemented and performance base projects will be end results	Carver, Raymond	1/5/2015	Base projects and post assessment	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** 65% of our students in grades 3/4/5 will achieve proficiency on the FSA Reading.

**G1.B1** Students not arriving on grade level

**G1.B1.S1** Teachers will access testing data to determine next steps. This would include planning student rotations that best suit their needs, and small group instruction. Also, teachers will meet with guidance and reading coach to determine if the MTSS process is needed.

### PD Opportunity 1

Observations of rotations for support, meet during COPs to determine focus areas and sharing of ideas among teachers

#### Facilitator

Reading Coach

#### Participants

ELA 3-5 Teachers

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

**G1.B2** New curriculum with resources that may not be readily available I-ready and the Common Core Tool Box

**G1.B2.S1** Reading coach will offer support to teachers to cover new curriculum guide and assistance with lesson planning based on CGs.

### PD Opportunity 1

Curriculum guide training and support

#### Facilitator

reading coach

#### Participants

3-5 reading teachers

#### Schedule

Monthly, from 9/8/2014 to 5/15/2015

**G2.** 34% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA.

**G2.B1** Lack of students knowledge of grammar, spelling, and sentence syntax that begins in K and works it's way up

**G2.B1.S1** Utilizing the interactive journals as often as possible for students' written responses

**PD Opportunity 1**

Daily Interactive Journaling

**Facilitator**

Reading Coach

**Participants**

ELA teachers all grades

**Schedule**

Daily, from 9/2/2014 to 6/5/2015

**G2.B2** Adequate teacher training in new assessment of writing

**G2.B2.S1** Reading coach and district specialist will offer training as needed through observations and teacher request as well as teachers observing other writing teachers

**PD Opportunity 1**

Professional Development will be received whenever possible by school Reading Coach and shared with staff immediately.

**Facilitator**

State/ District specialists

**Participants**

Reading Coach, 3-5 ELA teachers

**Schedule**

Monthly, from 9/2/2014 to 4/1/2015



**G2.B2.S2** Writing curriculum guide support from reading coach

**PD Opportunity 1**

Adherence to the district curriculum guides

**Facilitator**

Reading Coach, Admin, District ELA specialists

**Participants**

3-5 ELA teachers needing lesson planning support

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**G3.** 58% of K-2 students will score a 70% or higher on the i-Ready Reading Diagnostic.

**G3.B1** Students not proficient when arriving at next grade level

**G3.B1.S1** Meaningful small groups and centers based on student needs

**PD Opportunity 1**

Centers and small group activities

**Facilitator**

Reading Coach

**Participants**

All K-2 teachers

**Schedule**

Monthly, from 9/11/2014 to 6/5/2015

**G3.B2 Assessments only given on a computer**

**G3.B2.S1 Explicit instruction for before, during, and after i-Ready Reading Diagnostic**

**PD Opportunity 1**

Teacher resource for i-Ready implementation will be given

**Facilitator**

Reading Coach

**Participants**

All K-2 ELA teachers

**Schedule**

Annually, from 9/11/2014 to 5/1/2015

**G4.** 61% of 3/4/5 grade students will achieve proficiency on the FSA Math by incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice.

**G4.B1 Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis**

**G4.B1.S1** Use of Technology which may include: iReady, Gizmos, enVision, Math Investigations during 30 minute center rotations and will be monitored every 2 months

**PD Opportunity 1**

Math Technologies

**Facilitator**

Math Coach

**Participants**

All K-5 Math teachers

**Schedule**

Every 2 Months, from 9/15/2014 to 6/5/2015

**G4.B1.S2** Math Investigations games will be used during center rotations and sometimes during hour of instruction at least 3 times per month.

**PD Opportunity 1**

MI (Math Investigation) Games

**Facilitator**

Math Coach and Math interventionist

**Participants**

Math Teachers k-5

**Schedule**

Every 2 Months, from 8/25/2014 to 6/5/2015

**G4.B1.S3** Math Strategy Charts will inform students and adults of the strategies to use.

**PD Opportunity 1**

Create math strategy charts

**Facilitator**

math coach

**Participants**

3 - 5 math teachers

**Schedule**

Every 6 Weeks, from 8/25/2014 to 6/5/2015

**G4.B1.S4** Math centers and math facts

**PD Opportunity 1**

Math centers / rotations using ReFlex Math for 35 licenses

**Facilitator**

Math Coach

**Participants**

3-5 Math teachers

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**G4.B2** Math teachers that are new to grade level

**G4.B2.S1** Math coach will offer trainings as needed based on teacher observations and requests. Teachers in grades 3-5 will be given bi-monthly time to plan vertically.

**PD Opportunity 1**

Teachers will receive math curriculum, coaching cycle, and curriculum guide assistance

**Facilitator**

Math Coach

**Participants**

3-5 math teachers

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**G4.B4** A large percent of students is a grade level or two below grade expectation at the end of 2014 school year

**G4.B4.S1** Teacher led intense small groups based on student data

**PD Opportunity 1**

Intense Small Group Instruction with teachers

**Facilitator**

Math Coach

**Participants**

3-5 Math Teachers

**Schedule**

Every 2 Months, from 9/8/2014 to 5/8/2015

**G5.** 29% of K-2 students will score 70% or higher on the i-Ready Math Diagnostica by completing i-Ready content, incorporating Gradual Release of Responsibility, utilizing Math Coach to assist teachers with instructional strategies and content and Math Interventionist to assist students with skill development and enrichment, and incorporating Math Journals into instructional practice.

**G5.B1** Student not proficient when arriving to next grade level

**G5.B1.S1** Meaningful small groups and centers based on student needs

**PD Opportunity 1**

Centers and small group activities

**Facilitator**

Math Coach

**Participants**

All K-2 teachers

**Schedule**

Monthly, from 9/11/2014 to 6/5/2015

**G5.B2** Assessment only given on a computer

**G5.B2.S1** Explicit Instruction for before, during and after I-Ready Diagnostic

**PD Opportunity 1**

Teacher Resource for I-Ready Implementation will be given.

**Facilitator**

Math Coach

**Participants**

k-2 Teachers

**Schedule**

Semiannually, from 9/11/2014 to 5/1/2015

**G6.** 51% of 5th Grade students will score 3 or higher on the Science FCAT.

**G6.B1** Not enough science taught at each grade level before 5th grade

**G6.B1.S1** District required science times in each grade level

**PD Opportunity 1**

Required science lessons in all grade levels

**Facilitator**

Laura Meade

**Participants**

Science Teachers

**Schedule**

Daily, from 8/25/2014 to 6/5/2015

**G6.B1.S2** Interactive science journals

**PD Opportunity 1**

Interactive Science Journals

**Facilitator**

District Personnel P-Sell Staff

**Participants**

Teachers of Science

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

### G6.B1.S3 K-4 lead science teacher

#### PD Opportunity 1

West Riverside will have a K-4 science lead teacher to get resources and to help train the science teachers.

##### Facilitator

Zach Hodgson- Science Lead Teacher

##### Participants

Science teachers in K-4

##### Schedule

Every 2 Months, from 9/26/2014 to 6/5/2015

### G6.B1.S4 UNF Three Year Program with 4th Grade

#### PD Opportunity 1

University of North Florida will be piloting a Language Arts Program through science content vocabulary embedding Art Media.

##### Facilitator

University of North Florida

##### Participants

Alexandria Berry, 4th Grade Science Teacher

##### Schedule

Weekly, from 1/5/2015 to 6/5/2015

**G6.B2** 5th grade teacher new to curriculum

**G6.B2.S1** District support for instruction in P-SELL

**PD Opportunity 1**

Support for the P-SELL science program is be provided by our district science specialist.

**Facilitator**

Laura Meade

**Participants**

Eddie Burroughs

**Schedule**

Biweekly, from 8/18/2014 to 7/3/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0