

Duval County Public Schools

West Riverside Elementary School



2015-16 School Improvement Plan

West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
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 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 ELL population and are a Dual Language school. We make sure to send home information in English and Spanish. We hold Dual Language nights to increase communication. We have several translators working in the building. We are sure to have dictionaries available in all languages necessary. Home visits are conducted when needed. The teachers make sure to spend time talking to children and get to know all of the students. Teachers take ownership of all of the students. ELL 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 respectful 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 school-wide expectations. Our school counselor delivers classroom lessons on character education and anti-bullying, as well as, working with groups of students on building social skills and peer mediation. Our school tries to create an open dialogue where students are comfortable to talk to their teachers about anything that is upsetting them. The school counselor has an open door policy so she is accessible to students, teachers, and parents.

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 maintain a positive atmosphere in our building, behavioral expectations are clearly defined in grade level assemblies. A positive referral system is in place to recognize compliant behavior and random acts of kindness. Each month, teachers will have the opportunity to select a student to be celebrated for "Going the Distance" in any area deemed worthy of celebration by the individual

teacher. Their names will appear on a bulletin board next to the name of the teachers with a brief statement explaining why the student is being recognized. A new Cafeteria Monitoring System will be put into place by September 30th to recognize classes that exhibit good dining room behavior. The Principal runs a Success Store in which students are able to shop for prizes with "Success Bucks" they can earn from any employee in the building. These shopping opportunities are conducted for each classroom twice each quarter. CHAMPS is in full effect and charts that allow students to redeem themselves throughout the day are utilized in all primary classes and in some intermediate classes. Dojo Class tracking is also used in some intermediate classes to record and reward good behavior, focus and performance daily.

The Duval County Student Code of Conduct and Positive Behavior Intervention System (PBIS) Plan are used in order to balance disciplinary actions, positive reinforcement and interventions. The expectations for implementation of each of these documents has been clearly explained during Pre-planning training for all teachers. Student misconduct is first handled by the teacher and the grade level team, with the support of the Resource Teacher Team. Referrals to the School Counselor are utilized in an effort to focus more on the positive behavior support systems, like peer mediation and consequences such as In-school suspensions (ISSP) and Out of School Suspensions (OSSP) are utilized following the guidelines according to the Duval County Student Code of Conduct. Conferences with parents are an integral part of maintaining a positive culture and climate of excellence.

Foundations training is provided to teachers and students are taught school-wide expectations. All staff is trained at the same time so that all are aware of and can implement the expectations consistently. The Code of Conduct is reviewed with students during Behavior Assemblies.

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 Lunch Buddies program that serves as a mentoring program 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 Lunch Buddy volunteer stays with the same student throughout their elementary career. We are also partners with the CEW program (Children's Enrichment Workshops) which is comprised of four local faith-based partners. This program provides after school enrichment activities, (i.e.: art, basketball, yoga, chorus, computer, etc). Another activity provided through a partnership with United Way is Reading Pals for VPK. This pairs one adult with one to three VPK students. They spend time reading and talking to build social and academic skills. We are also in partnership with the University of North Florida's teacher program. An education course is taught here at the school site that allows pre-service teachers to work one-on-one with an ELL student as part of their TESOL coursework. Referrals to outside counseling agencies are used when necessary through our school counselor.

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.

Teachers have various data platforms available to them in order to access various data points on state and district assessments for their students. The programs available are Performance Matters, FOCUS, Achieve3000, and iReady. Teachers monitor their own student data, participate in data chats with coaches and administration teachers, and hold data chats with students.

WRES is providing the Extended School Hour instruction in Reading per the State requirement. A Reading Interventionist provides direct reading intervention assistance in collaboration with classroom teachers in grades four and five.

We also have both Reading and Math Instructional Coaches who will provide support and professional development to teachers, as well as, intervention to struggling third grade students in both content areas.

Extended Day (our after school care program) offers homework assistance and technology access to students in the program.

Each grading period, classroom teachers are given TDE on a designated date for parents to make appointments for data chats and to express concerns or clarify any issues. This allows the teacher and parent to communicate regularly so intervention and targeted assistance can be offered to move students forward and to keep parents informed.

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 (Extra Hour) 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 Achieve 3000, i-Ready programs, Making Words, Heggerty, and independent reading. Comprehension Toolkit will build foundational needs so daily instructional time can focus on exposing all students to grade level material. Since it will be differentiated, high performing students will be assigned to appropriate project-based work, research, and additional Achieve 3000 selections with non-fiction Science content in grade 5.

Strategic use of the Reading Interventionist for struggling students in grades 4 and 5 using the most current data and teacher referral will provide additional scaffolding that is individualized. The Reading Interventionist will meet regularly with the identified students in small groups using both the push-in and pull-out models.

The reading interventionist will utilize the Barton Reading and Spelling System per the district as well as Duval Reading materials in collaboration with classroom teachers.

The Reading and Math Instructional Coaches will provide data-driven support to teachers in the form

of Communities of Practice and Early Dismissal trainings directly connected to the needs indicated by student performance data. They will also provide support to struggling third graders in their content area specialties.

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 programs or Achieve 3000 technology, both of which are required by the district. The extra time will provide the most current data and progress to the teachers, interventionists and coaches.

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 part-time Title I Parent Liaison who will be our contact for the community support. She will coordinate all parent activities through using Title I policies and protocols to ensure accurate documentation. Community partners are very involved with our school. We ensure that we communicate their support in the monthly Family Newsletter, post their logos in the front foyer of the school, display special support on the marquee or digital screen in the foyer, send thank you letters for all support, and include them in the end-of-year report. Because of our small school size, very little funding is generated and it would be close to impossible to fund incentives or special events without their support. Some of the initiatives afforded through partnerships for our children include, but are not limited to:

- * Organic Garden Club, led by neighborhood volunteers and parents who join their children during Early Dismissal to work in the garden.
- * Success Store is supported by various business partners through donations to keep it stocked for student shopping
- * Parent Volunteers, called "Parents on Patrol", who patrol the hallways during morning faculty meetings to help the patrols keep our children safe during morning intake
- * CEW, a faith-based partnership with four local churches, providing after school activities, field day, and "Weekend Meals" for students in need
- * PALS , a mentoring initiative
- * Reading Pals, in partnership with Untied Way for VPK readers
- * Lunch Buddies, another mentoring initiative for one-on-one relationship building with students
- * Catering by Liz, a local venue and caterer, has been instrumental in providing two beautiful events for

teachers each year for planning meetings

*Inky Fingers, a small, printing company has donated signs and assisted with other marketing items to promote our Dual Language Program

* District Church has been very generous in providing significant donations to the Principal's Discretionary Fund to allow us to fund items that cannot be funded by any other source and funding to help with the Success Store for students

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:

Name	Title
Johnson, Sylvia	Principal
White, Shawna	Assistant Principal
Laboy Carasquillo, Gladys	Guidance Counselor
DePriest, Robin	Other
Ellis, Courtney	Instructional Coach
Oliphant, Patty	Instructional Coach

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.,

-Shawna White (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 I, PTA, Dual Language, Math and Science. Participates in SAC and PTA. Mrs. White's main responsibility is to support the work of the Principal and to follow through on duties assigned to her as she learns the many facets of leadership.

-Gladys Laboy Carasquillo (School Counselor; ESOL Contact; MT Chair): Responsible for facilitating all MT meetings. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provides input with regards to appropriate interventions. Records notes for all meetings and maintains MT 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 MT, documentation, and progress monitoring. Assists in developing ESOL intervention plans K-5. New to the position as a first year Counselor. Will receive district support to perform the duties described above.

-Courtney Ellis (Reading Coach; MT Member): Participates in MT meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding Florida

Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.

-Patty Oliphant (Math Coach; MT Member): Participates in MT meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.

- Robin DePriest (Reading Interventionist; MT Member): Participates in MT meetings as needed. Collaborates with Reading teachers in developing and implementing intervention plans for Grades 4 and 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. Data mining will be a consistent way of work that will drive Data Chats with teachers, leading to Teacher-Student Data chats.

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 Reading Interventionist, 59% of VPK Teacher, 59% of VPK Para Professional, as well as our part-time Parent Involvement Liaison.

School Advisory Council will be asked to assist in maintaining and funding our "Success Store" 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 points to shop in the store.

CEP school that provides free breakfasts, lunches, and snacks (for extra hour) to all students. The school has been awarded for the Fresh Fruits and Vegetables Program, providing items daily.

A Parent Involvement Resource Center (PIRC) is designated with computers and resources so that parents can complete personal or school based assignments in addition to working 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. Four netbook laptops were purchased for two-week check out for parent use. In partnership with the district's Parent Academy, West Riverside will offer a continuing education Rosetta Stone Course in the PIRC on Tuesday evenings from 5-7 pm.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lowell Jackson	Parent
Bruce Holley	Parent
Kerri Halligan	Parent
Dr. Sylvia Johnson	Principal
Jason Roth	Parent
Morgan Jackson	Parent
Sandra Doss	Education Support Employee
Nicole Figueroa	Parent
Gladys Laboy	Teacher
Billie Quinene	Parent

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 Success Store, planning agenda books, interactive journals, campus beautification, technology, 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:

Name	Title
	Teacher, K-12
DePriest, Robin	Teacher, Adult
Ellis, Courtney	Instructional Coach
White, Shawna	Assistant Principal
Johnson, Sylvia	Principal

Duties

Describe how the LLT promotes literacy within the school

- Communities of Practice (CoPs) with Reading Coach
- Administratively-Directed Common Grade Level Planning with Reading Coach
- Lesson Studies
- Nine week's student reading goals with celebration
- Literacy Night
- Scholastic Book Fair twice a year
- Parent Involvement Resource Center resources, activities, classes, and events
- Nook (ereader)club
- Book Classroom Logs
- Extended Hour
- Student Newspaper
- Reading of word problems
- Spring 4th Grade enrichment
- Achieve 3000 Science non-fiction lessons
- Annual "Write-a-thon" to motivate students prior to the FSA Writing Assessment

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

Communities of Practice (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.

Professional Development Facilitator (PDF) support for MINT Teachers, new to teaching or to the District Instructional Coaches

Vertical Learning Teams (VLT)

Communities of Practice (CoPs)

Teachers collaborate with colleagues at other schools because there is only one teacher per grade level, per content area.

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

Currently, mentors are provided to the following teachers:

- * Aurelio Cruz - Kindergarten Dual Language Spanish (Rosa Sanchez from Beauclerc Elementary; a successful veteran Dual Language Teacher)
- * Patricia Alvarenga - 1st grade Dual Language Spanish Teacher (Gloria Manuel, a bilingual former Math Coach who is highly effective)
- * Elsa Rodriguez - 2nd grade Dual Language Spanish teacher (Rosa Sanchez from Beauclerc Elementary)
- * Gabriella Solano - 3rd grade Bilingual teacher (Connie Guting, a highly effective 3rd Grade ELA teacher with many years of work with ESOL students; Kathy Balko - ESOL Support, specializing in Dual Language)

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.

Math story problems and extended student responses are utilized in order to integrate the reading and writing components into the math instruction.

Science content is extended through the use of aligned Achieve3000 articles that help support the current topics being taught in the science classroom.

Dual Language Magnet Program in grades K-3 is a research-based program that provides the opportunity for students to become bi-literate (reading, speaking, and writing), in both English and Spanish. In VPK, students are exposed to the Spanish language through Spanish Enrichment, which introduces them by using read-alouds, letter, sound, and number recognition. Basic vocabulary is introduced as students learn phonics, phonemic awareness, and high frequency words in both languages. Ideally, classes are built with 50% Spanish speakers and 50% English speakers. In grades K, 1, and 2, students are taught by a pair of teachers for half the day. Reading is taught in both languages daily. In K, math is taught in English and science is taught in Spanish; in grade 1, math is taught in Spanish and science is taught in English; in grade 2, Math is taught in English and science is taught in Spanish; in grade 3 a Bilingual teacher teaches Math in English and Science in Spanish. This ensures that students are being instructed in both languages alternately so they can transfer from one language to another in all subjects. They use the same curricula that are taught in general education classes. The district provides the same program in one middle school, and discussions have begun to extend this opportunity in a high school. Students have the potential of graduating from high school as bi-literate students who have the ability to read, write and speak in both languages. "Imagine Spanish" software is a technology program used during Spanish instruction.

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 i.e. iReady, Achieve 3000, District assessments, and state standardized tests. Teachers also use informal assessment data such as anecdotal notes. All data sources are 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, differentiated instruction, and extra computer time before school starts.

Progress Monitoring Plans (PMPs) are created for students that are performing below grade level expectations.

Data Analysis takes place during Grade Level Meetings and CoPs. Teachers have the opportunity to collaborate with colleagues and analyze the data and discuss alternative instructional strategies to implement with students.

Teachers are utilizing district approved forms such as the EQUIP protocol, lesson/center plan templates, etc. in order to track student progress, analyze the rigor of student work, and ensure that lessons are focused on the Four Pillars of Instruction-Rigor, Engagement, Student Understanding and Ownership.

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 Achieve 3000, i-Ready programs, Text Talk, Making Words, Comprehension Toolkit, K-2 Extended Hour Framework, skills work, 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

Ellis, Courtney, ellisc@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 module assessments and a district provided FSA Scrimmage Assessment. These assess material learned throughout the 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

White, Shawna, whites2@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)
- Opportunity for 5th grade students to transition to DuPont Middle School to continue in the Dual Language Program
- iReady
- Achieve 3000
- Orientation
- Open House ("Experience Your Child's Day")
- Parent Night
- Kahoot Technology
- Plickers Technology

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data effectively to plan for and implement rigorous, tiered, bell to bell instruction and differentiated learning opportunities for all students, then learning gains for all students will increase.

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. If teachers utilize data effectively to plan for and implement rigorous, tiered, bell to bell instruction and differentiated learning opportunities for all students, then learning gains for all students will increase. 1a

G071796

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0
Math Gains	51.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Reading and Math Coaches will support teacher needs through classroom walk-through feedback and professional development
- Teachers will closely follow the new core curriculum Duval Reads and Duval Math and curriculum guides
- Teachers and students will implement the use of interactive journals and/or Duval core curriculum student workbooks
- 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 focused on 4th and 5th grade students
- Technology-based resources such as iReady and Achieve 3000
- District provided authentic literature titles for novel studies in grades 3-5
- Florida Language Arts, Florida Math Standards and Item Specs

Targeted Barriers to Achieving the Goal 3

- Students performing below grade level at beginning of year, including multi-year retained students (2 years overage) and a significant number of ELL students with language barriers
- New curriculum and resources with which that teachers are unfamiliar
- In Reading: Comprehension is consistently a low-performing area in KG-5th grade
- Student comfort with computer-based testing
- In Science: Consistent implementation of hands-on experiments and engaging, rigorous lessons in KG-4th grade
- In Math: Number and Operations is consistently the lowest area of proficiency in KG-4th grade, with Algebraic Thinking the lowest in 5th grade.

Plan to Monitor Progress Toward G1. 8

Achieve 3000 Lexile Level Sets

Person Responsible

Sylvia Johnson

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Increased Lexile Levels on Reports

Plan to Monitor Progress Toward G1. 8

District Science Assessments

Person Responsible

Shawna White

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Student performance level will be monitored to ensure that the number of students at or above grade level increases each time the assessment is administered. Also, we will be sure to note the strands/concepts that students are struggling in and plan for re-teach/intervention/etc.

Plan to Monitor Progress Toward G1. 8

Student Growth and Proficiency on District and State Assessments

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Science CGAs (3rd-5th), Performance Tasks, Science FCAT 2.0

Plan to Monitor Progress Toward G1. 8

Data Chats with teachers and students

Person Responsible

Sylvia Johnson

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Anecdotal notes from data chats and current disaggregated data

Plan to Monitor Progress Toward G1. 8

IReady Student Performance

Person Responsible

Patty Oliphant

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Reports identifying student usage, progress monitoring , and diagnostic data will be used in order to determine student performance growth.

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. If teachers utilize data effectively to plan for and implement rigorous, tiered, bell to bell instruction and differentiated learning opportunities for all students, then learning gains for all students will increase. **1**

 G071796

G1.B1 Students performing below grade level at beginning of year, including multi-year retained students (2 years average) and a significant number of ELL students with language barriers **2**

 B187167

G1.B1.S1 Teachers will access testing data to determine next steps and differentiation. This would include planning differentiated student rotations and small group instruction that is tailored to meet the needs of individual and groups of students. Teachers will continue to monitor data and determine if Tier III interventions are necessary and possible referral to MT. These students will be identified as needing intense intervention. The reading interventionist and reading coach will work with these students in order to provide supports that will ramp up their performance. **4**

 S198615

Strategy Rationale

Teachers monitoring student progress closely will be able to intervene when necessary and provide students the supports needed in order to improve a student's academic performance.

Action Step 1 **5**

Provide feedback on rotations and small group instruction and develop/lead CoP opportunities based on needs of teachers

Person Responsible

Courtney Ellis

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Results of Monthly Achieve 3000 Level Set and District Based Checkpoints

Action Step 2 5

Reading Interventionist will work with small groups of 4th/5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.

Person Responsible

Robin DePriest

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency and Achieve 3000 Level Set data

Action Step 3 5

Based on student data teachers will have the opportunity to create center rotations and develop small group lessons. They will be provided the opportunity to share ideas and collaborate with colleagues.

Person Responsible

Courtney Ellis

Schedule

Monthly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Teachers will leave PD sessions with plans and rotation activities that can be immediately implemented in the classroom.

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

Data Reports Pulled and Analyzed

Person Responsible

Sylvia Johnson

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Student/Teacher Data Chats, Teacher/Admin Data Chats, Reports from Performance Matters, Achieve 3000, iReady, and FSA (when available).

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

Lesson plans, Observations and Walk-throughs Checking for Full Implementation with fidelity

Person Responsible

Sylvia Johnson

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Walk-through forms and Formal/Informal CAST observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Lesson plans will also be monitored to check for planning of instruction/rotations based on student data.

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

Achieve 3000 Level Set and performance on Achieve3000 lessons/activities

Person Responsible

Sylvia Johnson

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Evidence of increase in Lexile Level and amount of activities being completed at 75% or better

G1.B1.S2 I-Ready online path of instruction will be utilized as a tool for differentiation within centers when available. Use Ready Florida materials at a teacher led center. Students will take ownership of their learning and track their progress. 4

 S198616

Strategy Rationale

I-ready customizes plans for individual students based on current performance data.

Action Step 1 5

Monitor Center Rotations and lessons completed by students in iReady

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Class and student reports in i-ready, Walk-throughs, observations, and student journals/data tracking log

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student Usage and Performance Data and Small Group Lesson Plans

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

iReady reports, Lesson Plans, Observations, Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student iReady Performance Data

Person Responsible

Patty Oliphant


Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Student performance on iReady Math will be analyzed in order to determine the trajectory of student growth that is expected.

G1.B2 New curriculum and resources with which that teachers are unfamiliar 2

 B187168

G1.B2.S1 Reading coach will offer support/professional development to teachers to cover new curriculum materials and how to increase the use of non-fiction texts. The coach will also provide assistance as needed and/or requested with lesson planning based on pacing of the curriculum guides and data. 4

 S198617

Strategy Rationale

With new materials in place, teachers do not have familiarity with implementation of these lessons. A support needs to be put in place in order to ensure successful implementation in the classrooms.

Action Step 1 5

Curriculum guide training and support

Person Responsible

Courtney Ellis

Schedule

Biweekly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Lesson Plans reflecting curriculum guide lessons/activities and utilization of non-fiction texts

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

Lesson Plans with Curriculum Activities/Lessons

Person Responsible

Sylvia Johnson

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Walk-Throughs, Observations, Administratively Directed Common Planning

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

Increased Lexile Level

Person Responsible

Sylvia Johnson

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Achieve 3000, Lessons completed at 75% or greater

G1.B2.S2 Math coach will offer trainings as needed based on teacher observations and requests to support planning of CORE and small group instruction, as well as, Fluency practice and centers. Teachers in grades 3-5 will be given bi-monthly time to plan vertically. 4

 S198618

Strategy Rationale

The DUVAL Math materials and structure are new to teachers. Professional Development and support will increase effective planning and rigorous instructions. If teachers are supported during planning, they will be better prepared to deliver effective, rigorous lessons that meet the needs of each of the students. Fluency activities will provide practice required for efficient mathematics.

Action Step 1 5

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

Person Responsible

Patty Oliphant

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Coach observations, lessons, and assessment data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson delivery and Center Rotation Activities/Small Group Instruction

Person Responsible

Patty Oliphant

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

classroom observations, student work, fluency checks

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

iReady Performance and Lesson Implementation

Person Responsible

Patty Oliphant


Schedule

Quarterly, from 9/14/2015 to 6/3/2016


Evidence of Completion

I-ready progress monitoring data, Center rotation and documentation, Math Anchor charts, Lesson Plans, classroom assessments, Walk-throughs, and Observations

G1.B3 In Reading: Comprehension is consistently a low-performing area in KG-5th grade 2

 B187169

G1.B3.S1 Comprehension Toolkit (research-based) program will be used during the school's Extended Hour in order to provide students with additional instruction geared toward specifically improving student comprehension. 4

 S198619

Strategy Rationale

In order to improve the comprehension of students in KG-5th grade, all teachers will implement the same program in order to provide continuity from grade level to grade level.

Action Step 1 5

Teachers will implement Comprehension Toolkit with fidelity during Extended Hour.

Person Responsible

Courtney Ellis

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Observations by administration and support for planning by reading coach,

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

Lesson Implementation

Person Responsible

Sylvia Johnson

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Walk-throughs conducted by administration will provide documentation for noting next steps and potential professional development that is needed in order to ensure teachers are effectively implementing the program.

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

Achieve 3000, iReady, and district-based assessments

Person Responsible

Shawna White

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Increased number of students that are proficient/on grade level or students making adequate growth towards proficiency

G1.B4 Student comfort with computer-based testing 2

B187170

G1.B4.S1 Two computer labs are available for student use in order to provide opportunities for practice completing programs and tasks on the computer. Students in 5th grade will also participate in Achieve 3000 activities that correspond to the topic they are learning in science. 4

S198620

Strategy Rationale

The more students have the opportunity to engage in activities that are computer-based, the less anxiety they will have regarding comfort with accessing the computer.

5th grade students will have the content they are learning within science reinforced through their participation in the Achieve 3000 articles. This will improve their background knowledge and understanding of science concepts.

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

Shawna White

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Two lab schedules and classroom rotation plans/schedules/observations

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

Achieve 3000 and iReady usage data for Students and Teachers KG-5th grade

Person Responsible

Shawna White

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Logs/Reports by class will determine how often students are accessing the labs and classroom computers

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

Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.)

Person Responsible

Shawna White


Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Achieve 3000 and iReady usage reports, student performance reports (Progress Monitoring or Level Set), Differentiation in Lesson Plans based on student needs/data

G1.B5 In Science: Consistent implementation of hands-on experiments and engaging, rigorous lessons in KG-4th grade 2

 B187171

G1.B5.S1 Science Instruction is not as much of a priority as other content areas prior to 5th grade. 4

 S198621

Strategy Rationale

The master schedule ensures that each content area is provided the allocated time that meets requirements of state and district expectations.

Action Step 1 5

Master schedule guidelines provide time allocations to teach science in each grade level.

Person Responsible

Shawna White

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, Observations, student interactive journals, lesson plans

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

Students participating in hands-on lessons consistently throughout the year

Person Responsible

Shawna White

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student performance data, interactive journals, classroom observations

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

Teachers will have access to the Science Lab for lessons and/or materials.

Person Responsible

Shawna White

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Science Lab Schedule, Lesson plans, walk-throughs, classroom observations

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

Interactive science journals provide students the opportunity to engage in their learning and create a collection of resources that will be available to them by the time they reach 5th grade.

Person Responsible

Shawna White

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student interactive journals, classroom observations, walk-throughs

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

Student performance data, interactive journals, classroom observations

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, Observations, GIZMO usage, student growth and proficiency on CGAs and Science FCAT 2.0

G1.B5.S2 5th grade has minimal colleagues with whom to collaborate 4

 S198622

Strategy Rationale

Teachers that are able to vertically plan can better support upcoming teachers by ensuring proper background/foundational activities are taught.

Action Step 1 5

A lead science teacher will be identified in K-2 and 3-4. These teachers will become vertical collaboration partners.

Person Responsible

Shawna White

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Planning meeting agendas, Roster of Lead Teachers, Observations

Action Step 2 5

5th grade Science teacher will participate in Monthly District Science Meetings

Person Responsible

Shawna White

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

ERO Registration confirmation, meeting agendas, Evidence of implemented materials/ strategies when conducting walk-throughs and observations

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Vertical Articulation Meetings and Model Classrooms will be established

Person Responsible

Shawna White

Schedule

Biweekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Observations, Walk-throughs, meeting minutes, roster of model classrooms

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Student Performance Tasks and classroom interactive journal entries

Person Responsible

Shawna White


Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student performance data, interactive journals, classroom observations and walk-throughs

G1.B6 In Math: Number and Operations is consistently the lowest area of proficiency in KG-4th grade, with Algebraic Thinking the lowest in 5th grade. **2**

 B187172

G1.B6.S1 Support implementation of differentiated Center Rotation activities and strategic teacher led center instruction based on iReady data. This data will provide information for grouping students according to deficits. Teachers will use Florida Ready materials with Profile 1 students in the areas of deficit. Selected materials will be utilized for all profile students as the data indicates. **4**

 S198623

Strategy Rationale

Teachers will gain current status of individual student level to customize plans of instruction during the differentiated centers block. All students will have the opportunity to work with the teacher in a small group setting.

Action Step 1 **5**

Computer-based iReady Math Program

Person Responsible

Patty Oliphant

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

I-Ready Diagnostic, classroom assessments and district provided assessments

Action Step 2 **5**

Conduct data chats with teachers following scheduled Progress Monitoring.

Person Responsible

Shawna White

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Administrator/Teacher Data Chat Form and Schedule, Teacher/Student Data Chat form, student data folders

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Use of technology to supplement instruction

Person Responsible

Patty Oliphant

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Student groups and activities based on iReady data, center rotation schedule, small group plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Use current student data to group students, plan and prepare differentiated teacher led centers. Teachers will utilize enVision Intervention, Math Investigations, and Florida Ready materials during center rotations.

Person Responsible

Patty Oliphant

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Lesson Planning Sessions, Walk-throughs, Observations, Lesson Plans with evidence of data-driven, small group planning

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Improved performance in Math

Person Responsible

Patty Oliphant

Schedule

Every 2 Months, from 9/14/2015 to 6/3/2016

Evidence of Completion

Assessment data: Duval Math module assessments and I-ready Progress monitoring and diagnostic 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	Provide feedback on rotations and small group instruction and develop/lead CoP opportunities based on needs of teachers	Ellis, Courtney	9/8/2015	Results of Monthly Achieve 3000 Level Set and District Based Checkpoints	6/3/2016 weekly
G1.B1.S2.A1	Monitor Center Rotations and lessons completed by students in iReady	White, Shawna	9/14/2015	Class and student reports in i-ready, Walk-throughs, observations, and student journals/data tracking log	6/3/2016 every-6-weeks
G1.B2.S1.A1	Curriculum guide training and support	Ellis, Courtney	9/10/2015	Lesson Plans reflecting curriculum guide lessons/activities and utilization of non-fiction texts	6/3/2016 biweekly
G1.B2.S2.A1	Teachers will receive math material, coaching cycle, and curriculum guide assistance	Oliphant, Patty	9/8/2015	Coach observations, lessons, and assessment data	6/3/2016 monthly
G1.B3.S1.A1	Teachers will implement Comprehension Toolkit with fidelity during Extended Hour.	Ellis, Courtney	9/14/2015	Observations by administration and support for planning by reading coach,	6/3/2016 daily
G1.B4.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.	White, Shawna	9/14/2015	Two lab schedules and classroom rotation plans/schedules/observations	6/3/2016 weekly
G1.B5.S1.A1	Master schedule guidelines provide time allocations to teach science in each grade level.	White, Shawna	9/8/2015	Walk-throughs, Observations, student interactive journals, lesson plans	6/3/2016 monthly
G1.B5.S2.A1	A lead science teacher will be identified in K-2 and 3-4. These teachers will become vertical collaboration partners.	White, Shawna	9/21/2015	Planning meeting agendas, Roster of Lead Teachers, Observations	6/3/2016 monthly
G1.B6.S1.A1	Computer-based iReady Math Program	Oliphant, Patty	9/14/2015	I-Ready Diagnostic, classroom assessments and district provided assessments	6/3/2016 every-6-weeks
G1.B1.S1.A2	Reading Interventionist will work with small groups of 4th/5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.	DePriest, Robin	9/14/2015	Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency and Achieve 3000 Level Set data	6/3/2016 daily
G1.B5.S2.A2	5th grade Science teacher will participate in Monthly District Science Meetings	White, Shawna	9/8/2015	ERO Registration confirmation, meeting agendas, Evidence of implemented materials/strategies when conducting walk-throughs and observations	6/3/2016 monthly
G1.B6.S1.A2	Conduct data chats with teachers following scheduled Progress Monitoring.	White, Shawna	9/14/2015	Administrator/Teacher Data Chat Form and Schedule, Teacher/Student Data Chat form, student data folders	6/3/2016 quarterly
G1.B1.S1.A3	Based on student data teachers will have the opportunity to create center rotations and develop small group lessons. They will be provided the opportunity to share ideas and collaborate with colleagues.	Ellis, Courtney	9/10/2015	Teachers will leave PD sessions with plans and rotation activities that can be immediately implemented in the classroom.	6/3/2016 monthly
G1.MA1	Achieve 3000 Lexile Level Sets	Johnson, Sylvia	9/14/2015	Increased Lexile Levels on Reports	6/3/2016 monthly
G1.MA2	District Science Assessments	White, Shawna	9/14/2015	Student performance level will be monitored to ensure that the number of students at or above grade level	6/3/2016 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
				increases each time the assessment is administered. Also, we will be sure to note the strands/concepts that students are struggling in and plan for re-teach/intervention/etc.	
G1.MA3	Student Growth and Proficiency on District and State Assessments	White, Shawna	9/14/2015	Science CGAs (3rd-5th), Performance Tasks, Science FCAT 2.0	6/3/2016 every-6-weeks
G1.MA4	Data Chats with teachers and students	Johnson, Sylvia	9/14/2015	Anecdotal notes from data chats and current disaggregated data	6/3/2016 quarterly
G1.MA5	iReady Student Performance	Oliphant, Patty	9/14/2015	Reports identifying student usage, progress monitoring, and diagnostic data will be used in order to determine student performance growth.	6/3/2016 quarterly
G1.B1.S1.MA1	Achieve 3000 Level Set and performance on Achieve3000 lessons/activities	Johnson, Sylvia	9/14/2015	Evidence of increase in Lexile Level and amount of activities being completed at 75% or better	6/3/2016 monthly
G1.B1.S1.MA1	Data Reports Pulled and Analyzed	Johnson, Sylvia	9/14/2015	Student/Teacher Data Chats, Teacher/Admin Data Chats, Reports from Performance Matters, Achieve 3000, iReady, and FSA (when available).	6/3/2016 monthly
G1.B1.S1.MA3	Lesson plans, Observations and Walk-throughs Checking for Full Implementation with fidelity	Johnson, Sylvia	9/14/2015	Walk-through forms and Formal/Informal CAST observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Lesson plans will also be monitored to check for planning of instruction/rotations based on student data.	6/3/2016 biweekly
G1.B2.S1.MA1	Increased Lexile Level	Johnson, Sylvia	9/14/2015	Achieve 3000, Lessons completed at 75% or greater	6/3/2016 monthly
G1.B2.S1.MA1	Lesson Plans with Curriculum Activities/Lessons	Johnson, Sylvia	9/14/2015	Walk-Throughs, Observations, Administratively Directed Common Planning	6/3/2016 weekly
G1.B3.S1.MA1	Achieve 3000, iReady, and district-based assessments	White, Shawna	9/14/2015	Increased number of students that are proficient/on grade level or students making adequate growth towards proficiency	6/3/2016 monthly
G1.B3.S1.MA1	Lesson Implementation	Johnson, Sylvia	9/14/2015	Walk-throughs conducted by administration will provide documentation for noting next steps and potential professional development that is needed in order to ensure teachers are effectively implementing the program.	6/3/2016 weekly
G1.B4.S1.MA1	Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.)	White, Shawna	9/14/2015	Achieve 3000 and iReady usage reports, student performance reports (Progress Monitoring or Level Set), Differentiation in Lesson Plans based on student needs/data	6/3/2016 monthly
G1.B4.S1.MA1	Achieve 3000 and iReady usage data for Students and Teachers KG-5th grade	White, Shawna	9/14/2015	Logs/Reports by class will determine how often students are accessing the labs and classroom computers	6/3/2016 monthly
G1.B5.S1.MA1	Student performance data, interactive journals, classroom observations	White, Shawna	9/21/2015	Walk-throughs, Observations, GIZMO usage, student growth and proficiency on CGAs and Science FCAT 2.0	6/3/2016 every-6-weeks
G1.B5.S1.MA1	Students participating in hands-on lessons consistently throughout the year	White, Shawna	9/21/2015	Student performance data, interactive journals, classroom observations	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA2	Teachers will have access to the Science Lab for lessons and/or materials.	White, Shawna	9/21/2015	Science Lab Schedule, Lesson plans, walk-throughs, classroom observations	6/3/2016 monthly
G1.B5.S1.MA3	Interactive science journals provide students the opportunity to engage in their learning and create a collection of resources that will be available to them by the time they reach 5th grade.	White, Shawna	9/21/2015	Student interactive journals, classroom observations, walk-throughs	6/3/2016 monthly
G1.B6.S1.MA1	Improved performance in Math	Oliphant, Patty	9/14/2015	Assessment data: Duval Math module assessments and I-ready Progress monitoring and diagnostic data	6/3/2016 every-2-months
G1.B6.S1.MA1	Use of technology to supplement instruction	Oliphant, Patty	9/14/2015	Student groups and activities based on iReady data, center rotation schedule, small group plans	6/3/2016 every-6-weeks
G1.B6.S1.MA3	Use current student data to group students, plan and prepare differentiated teacher led centers. Teachers will utilize enVision Intervention, Math Investigations, and Florida Ready materials during center rotations.	Oliphant, Patty	9/14/2015	Lesson Planning Sessions, Walk-throughs, Observations, Lesson Plans with evidence of data-driven, small group planning	6/3/2016 every-6-weeks
G1.B1.S2.MA1	Student iReady Performance Data	Oliphant, Patty	9/14/2015	Student performance on iReady Math will be analyzed in order to determine the trajectory of student growth that is expected.	6/3/2016 every-6-weeks
G1.B1.S2.MA1	Student Usage and Performance Data and Small Group Lesson Plans	White, Shawna	9/14/2015	iReady reports, Lesson Plans, Observations, Walk-throughs	6/3/2016 every-6-weeks
G1.B2.S2.MA1	iReady Performance and Lesson Implementation	Oliphant, Patty	9/14/2015	I-ready progress monitoring data, Center rotation and documentation, Math Anchor charts, Lesson Plans, classroom assessments, Walk-throughs, and Observations	6/3/2016 quarterly
G1.B2.S2.MA1	Lesson delivery and Center Rotation Activities/Small Group Instruction	Oliphant, Patty	9/14/2015	classroom observations, student work, fluency checks	6/3/2016 every-6-weeks
G1.B5.S2.MA1	Student Performance Tasks and classroom interactive journal entries	White, Shawna	9/21/2015	Student performance data, interactive journals, classroom observations and walk-throughs	6/3/2016 every-6-weeks
G1.B5.S2.MA1	Vertical Articulation Meetings and Model Classrooms will be established	White, Shawna	9/21/2015	Observations, Walk-throughs, meeting minutes, roster of model classrooms	6/3/2016 biweekly

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. If teachers utilize data effectively to plan for and implement rigorous, tiered, bell to bell instruction and differentiated learning opportunities for all students, then learning gains for all students will increase.

G1.B1 Students performing below grade level at beginning of year, including multi-year retained students (2 years overage) and a significant number of ELL students with language barriers

G1.B1.S1 Teachers will access testing data to determine next steps and differentiation. This would include planning differentiated student rotations and small group instruction that is tailored to meet the needs of individual and groups of students. Teachers will continue to monitor data and determine if Tier III interventions are necessary and possible referral to MT. These students will be identified as needing intense intervention. The reading interventionist and reading coach will work with these students in order to provide supports that will ramp up their performance.

PD Opportunity 1

Provide feedback on rotations and small group instruction and develop/lead CoP opportunities based on needs of teachers

Facilitator

Reading Coach

Participants

ELA 3-5 Teachers

Schedule

Weekly, from 9/8/2015 to 6/3/2016

PD Opportunity 2

Based on student data teachers will have the opportunity to create center rotations and develop small group lessons. They will be provided the opportunity to share ideas and collaborate with colleagues.

Facilitator

School-based Instructional Coach

Participants

Teachers K-5

Schedule

Monthly, from 9/10/2015 to 6/3/2016

G1.B2 New curriculum and resources with which that teachers are unfamiliar

G1.B2.S1 Reading coach will offer support/professional development to teachers to cover new curriculum materials and how to increase the use of non-fiction texts. The coach will also provide assistance as needed and/or requested with lesson planning based on pacing of the curriculum guides and data.

PD Opportunity 1

Curriculum guide training and support

Facilitator

Reading Coach

Participants

K-5 Teachers

Schedule

Biweekly, from 9/10/2015 to 6/3/2016

G1.B2.S2 Math coach will offer trainings as needed based on teacher observations and requests to support planning of CORE and small group instruction, as well as, Fluency practice and centers. Teachers in grades 3-5 will be given bi-monthly time to plan vertically.

PD Opportunity 1

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

Facilitator

Math Coach

Participants

All K-5 Math Teachers

Schedule

Monthly, from 9/8/2015 to 6/3/2016

G1.B5 In Science: Consistent implementation of hands-on experiments and engaging, rigorous lessons in KG-4th grade

G1.B5.S2 5th grade has minimal colleagues with whom to collaborate

PD Opportunity 1

5th grade Science teacher will participate in Monthly District Science Meetings

Facilitator

District Science Specialists

Participants

5th grade teacher

Schedule

Monthly, from 9/8/2015 to 6/3/2016