

Duval County Public Schools

West Riverside Elementary School



2016-17 Schoolwide Improvement Plan

West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	D	D

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Riverside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 communicate school to home information in English and Spanish and have several translators in the building. We hold Dual Language nights to increase communication. We are sure to have language heritage dictionaries available in any languages 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.

b. 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. The school counselor has an open door policy so she is accessible to students, teachers, and parents.

c. 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. Students of the Month are selected based upon the identified character trait of the month. The identified students are then recognized on the morning announcements and have

their picture displayed on the hallway board. Principal's Recess is an incentive that classes can earn based upon meeting the criteria for the cafeteria behavioral guidelines. CHAMPs is implemented in the classroom setting and behavior charts are used that allow for students to improve their behavior throughout the day.. Dojo Class tracking is also used in some 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. The Code of Conduct, as well as the positive systems, are reviewed with students during the Behavior Assemblies.

d. 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 two VPK students. They spend time reading and talking to build social and academic skills. Referrals to outside counseling agencies are used when necessary through our school counselor.

3. Early Warning Systems

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

a. 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.

Monthly RtI Team meetings are held in order to identify students in need of Tier II and Tier III interventions, as well as, to track the progress of students currently receiving interventions.

WRES uses classroom referrals (including positive), 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 the leadership team and administration, and hold data chats with students.

A Reading Interventionist provides direct reading intervention assistance in collaboration with classroom teachers in first through third grades.

We also have a Reading Instructional Coaches who provides support and professional development to teachers, as well as, intervention to struggling third grade students in the area of reading.

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

At the end of each grading period, classroom teachers are given a 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	7	6	5	6	5	0	0	0	0	0	0	0	39
One or more suspensions	1	10	5	7	4	5	0	0	0	0	0	0	0	32
Course failure in ELA or Math	2	2	2	7	0	1	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	19	18	26	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	2	8	6	7	0	0	0	0	0	0	0	26

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

Differentiated instruction in both reading and math are provided based upon students' current performance. One of the strategies we are incorporating are up to three 20 minute rotations based on student data. This includes the use of Achieve 3000, i-Ready programs, Ready Florida and independent reading. 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 1-3 using the most current data and teacher referral will provide additional scaffolding that is individualized. The Reading Interventionist will meet regularly (four times per week) with the identified students in small groups. 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 Coach will provide data-driven support to teachers in the form of Professional Learning

Communities and Early Dismissal trainings directly connected to the needs indicated by student performance data. The coach will also provide support to struggling third graders in the area of reading.

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.

Students will have the opportunity to access the blended learning before the start of school each 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) or Achieve 3000 programs, both of which are implemented by the district. The extra time will provide the most current data and progress to the teachers, interventionists and instructional coach.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311395>.

2. Description

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

2. 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 no limited to:

- * High Flyers Emporium is supported by various business partners through donations to keep it stocked for student shopping as a reward for earning a positive referral
- * 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

* District Church has been very generous in providing significant donations to the Principal's Discretionary Fund to allow us to fund items that otherwise would go unfunded

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
White, Shawna	Principal
Laboy Carasquillo, Gladys	School Counselor
DePriest, Robin	Other
Nassau, Ashley	Assistant Principal
Shoemaker, Teresa	Instructional Coach

b. Duties

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

-Shawna White (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 the Reading Instructional Coach and Interventionist, Ms. White 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.,

-Ashley Nassau (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. Ms. Nassau'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.

-Teresa Shoemaker (Reading Coach; MT Member): Participates in MT meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards 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 1-3. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one. Serves as a team member for RtI meetings within the school.

-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 analysis will be a consistent way of work that will drive Data Chats with teachers, leading to Teacher-Student Data chats.

2. 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 Teachers, 59% of VPK Para Professionals, as well as our part-time Parent Involvement Liaison.

CEP school that provides free breakfasts and lunches to all students.

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. Five 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lowell Jackson	Parent
Jason Roth	Business/Community
Sandra Doss	Education Support Employee
Nicole Figueroa	Parent
Gladys Laboy	Teacher
Billie Quinene	Parent
Trey Csar	Business/Community
Shawna White	Principal
Jennifer Windley	Parent
Robin DePriest	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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.

c. Preparation of the school's annual budget and plan

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

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

Funds may be used to supply the planning agenda books, campus beautification, technology, and safety.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shoemaker, Teresa	Instructional Coach
DePriest, Robin	Teacher, Adult
White, Shawna	Principal
Nassau, Ashley	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- Professional Learning Communities 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
- Book Classroom Logs
- Reading of word problems
- Achieve 3000 Science non-fiction lessons
- Literacy Week
- Literacy Kickoff Event

D. Public and Collaborative Teaching

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

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

Professional Learning Communities and common planning are organized so that teachers have the opportunity to plan within grade level and content area, but also vertically as needed. because of the size of our school and best practices for our school's needs. Some of our teachers will participate in coaching cycle activities with the Reading Coach and/or the Dual Language Specialist. For Early Release Days, teachers will participate in district Virtual Professional Development once a month. Professional development aligns specifically to subjects taught, grade levels, resource teachers and paras. There will be opportunities built in for teachers to visit other classrooms within school and out of school to observe best practices. They regularly share materials, academic rituals and routines, teaching strategies and various technology used in classrooms.

2. 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

Reading Coach and District Dual Language Coach for teacher support

Teacher support through common planning sessions

Professional Learning Communities (PLCs)

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

Quarterly planning and support sessions for Dual Language teachers. This is an opportunity for teachers to collaborate with Dual Language teachers from other schools in the district to plan ahead and share best practices.

3. 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 teacher
- * Patricia Alvarenga - 1st grade Dual Language Spanish teacher
- * Elsa Rodriguez - 2nd grade Dual Language Spanish teacher
- * Zoraida Vazquez-4th grade Bilingual teacher (new to county)
- * Maria Laguna-3rd grade Dual Language Spanish teacher

Teachers are paired with veteran and CET trained teachers. This provides a resource and mentor for the new teachers. Although some have been teaching for many years, they are still provided a mentor teacher so that they have a resource to access while learning their role within the school and district. This also provides an colleague that they can instantly connect with on a professional level. The Dual Language teachers are also provided additional support through the Dual Language coach. She visits the school three times a week to offer support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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-4 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, 2, and 3 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 Math is taught in Spanish and Science is taught in English; and in grade 4 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. They would be able to obtain the Seal of Biliteracy on their High School Diploma. "Imagine Learning" software is a technology program used during Spanish instruction.

b. Instructional Strategies

1. 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. This data is compiled by the teacher in a data notebook, but is also represented visually in the coach's room on data boards. This is a "living" board where students are moved based on their performance data on assessments throughout the year.

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.

Monthly RtI meetings are held to review students who are not performing at their expected current grade level.

Data Analysis takes place during Common Planning Sessions and Professional Learning Communities. 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.

2. 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: After School Program

Minutes added to school year: 810

The Extended Day program will utilize the blended learning technology as one of the rotational activities that students participate in while in the program.

Strategy Rationale

Students are offered the opportunity to engage in differentiated activities that have been set for them. They follow their own established learning path in order to fill in learning gaps while still working towards meeting the grade level expectations.

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

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. This data will be both anecdotal and assessed in the classroom. Teachers will observe possible increases in student performance, as well as, use iReady mini assessments for the participating students to measure their growth in math and reading.

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.

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

Shoemaker, Teresa, shoemakert@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, 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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

- Host a "Moving Up" Day for all students Pre-K-5th
- Students in 5th grade will have the opportunity to participate in a presentation by Middle School Counselors
- Parents can participate in a "Transition to Middle School Meeting"

b. College and Career Readiness

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

The school hosts an annual career day to expose all students to possible future career ideas. This is representative of careers that require a college degree or trade skill.

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

Not applicable

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based upon last year's school-wide data, tremendous growth was made in the areas of math, up 30 points. We attribute much of this to the successes of instructional coaches planning and providing feedback to teachers. Teachers and students also utilized the blended learning program iReady, as well as the Ready Florida materials to utilize in teacher small group instruction. Due to this tremendous progress some of the same strategies that were implemented in the 2015-2016 school improvement plan will also be continued this year. We are adding additional incentives and recognition for the students to continue to strive for excellence.

While growth was made in the area of reading, we still have progress to make. We are utilizing the same strategies that worked with math in order to promote the success of reading; planning with feedback and use of blended learning programs. The additional incentives and focus on more rigorous reading instruction and Achieve 3000 will help to better prepare students for success on the FSA. The reading interventionist is also working with additional students in 1st and 2nd grade in order to address student reading skills deficiencies at an earlier age. This will have a long term affect on the students' reading success.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If classrooms are focused on developing the whole child and improving classroom culture, then student achievement will increase.
- G2.** If West Riverside implements rigorous, standards aligned instruction based on instructional shifts and students' needs, then there will be an increase in student achievement.

Strategic Goals Detail

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

G1. If classrooms are focused on developing the whole child and improving classroom culture, then student achievement will increase. 1a

 G086452

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	65.0
Math Gains	80.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	60.0
Discipline incidents	50.0

Targeted Barriers to Achieving the Goal 3

- Limited time to implement culture building activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS Team
- School Counselor
- Character Trait Literature
- Precious Not Prickly Acts of Kindness Program

Plan to Monitor Progress Toward G1. 8

Number of discipline referrals will be decreased

Person Responsible

Ashley Nassau

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Discipline referral reports will be pulled quarterly to view the trends in behaviors.

G2. If West Riverside implements rigorous, standards aligned instruction based on instructional shifts and students' needs, then there will be an increase in student achievement. 1a

G086453

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	80.0
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	65.0
FSA ELA Achievement	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	65.0

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 (ex. phonics program)
- Lack of understanding of standards and test item specs.
- Limited knowledge of how to analyze data.
- Lack of rigor and/or differentiation in center activities.
- Lack of access to supplemental, high quality, complex texts and tasks.
- Lack of planning and implementation with fidelity of guided reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Dual Language Coaches will support teacher needs through classroom walk-through feedback and professional development
- Teachers will closely follow the core curriculum Duval Reads and Duval Math and curriculum guides
- Teachers and students will implement the use of journals and Duval core curriculum student workbooks
- Reading Interventionist allows for daily small group instruction focused on 1st-3rd grade students
- Technology-based resources such as iReady and Achieve 3000
- District provided authentic literature titles for novel integration in grades 3-5
- Florida Standards (LAFS AND MAFS) and Item Specs

Plan to Monitor Progress Toward G2. 8

Achieve 3000 Lexile Level Sets

Person Responsible

Ashley Nassau

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Increased Lexile Levels on Reports

Plan to Monitor Progress Toward G2. 8

District Science Assessments

Person Responsible

Shawna White

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

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 G2. 8

Student Growth and Proficiency on District and State Assessments

Person Responsible

Ashley Nassau

Schedule

Every 6 Weeks, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Data Chats with teachers and students

Person Responsible

Shawna White

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Anecdotal notes from data chats and current disaggregated data

Plan to Monitor Progress Toward G2. 8

IReady Student Performance

Person Responsible

Ashley Nassau

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

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

 = Problem Solving Step  S123456 = Quick Key


G1. If classrooms are focused on developing the whole child and improving classroom culture, then student achievement will increase. 1

 G086452

G1.B8 Limited time to implement culture building activities. 2

 B229734

G1.B8.S1 School-wide positive behavior strategies, as well as, character education lessons will be provided to students across grade levels. 4

 S242377

Strategy Rationale

These are lessons that strategically target specific character traits that improve the moral character of students. We also want to focus on the positive interactions and accomplishments of students, instead of punitive.

Action Step 1 5

Learning for Life Character Education lessons are taught in grades KG-2nd.

Person Responsible

Gladys Laboy Carasquillo

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Teachers submit logs to Ms. Laboy.

Action Step 2 5

We will implement a school-wide positive behavior plan, Precious Not Prickly.

Person Responsible

Shawna White

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students will earn "hedgies" and positive referrals.

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

Classroom Lesson Logs

Person Responsible

Gladys Laboy Carasquillo

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

At the completion of a Learning for Life lesson being taught, KG-2nd grade teachers will submit a lesson log. This provides evidence that the character lesson for the month was taught to the students.

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

Students will earn a "hedgie" to be placed on our school-wide tree or they can earn a positive referral.

Person Responsible

Shawna White

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The number of "hedgies" on the tree and number of positive referrals earned.

Plan to Monitor Effectiveness of Implementation of G1.B.8.S1 7

Based upon the information received, Ms. Laboy will be able to determine, when and how many students are being exposed to and taught the character education lessons.

Person Responsible

Gladys Laboy Carasquillo

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lesson Completion Log and Report sent to DOE

Plan to Monitor Effectiveness of Implementation of G1.B.8.S1 7

Student of the Month Recognition

Person Responsible

Gladys Laboy Carasquillo


Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Students will have the opportunity to earn additional recognition of Student of the Month based upon the monthly character trait.

G2. If West Riverside implements rigorous, standards aligned instruction based on instructional shifts and students' needs, then there will be an increase in student achievement. 1

 G086453

G2.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 2

 B229735

G2.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

 S242378

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 PLC opportunities based on needs of teachers

Person Responsible

Ashley Nassau

Schedule

Weekly, from 9/6/2016 to 6/2/2017

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 1st-3rd 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 9/12/2016 to 6/2/2017

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

Teresa Shoemaker

Schedule

Monthly, from 9/12/2016 to 6/2/2017

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 G2.B1.S1 6

Data Reports Pulled and Analyzed

Person Responsible

Shawna White

Schedule

Monthly, from 9/12/2016 to 6/2/2017

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 G2.B1.S1 6

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

Person Responsible

Shawna White

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

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 G2.B1.S1 7

Achieve 3000 Level Set and performance on Achieve3000 lessons/activities

Person Responsible

Ashley Nassau


Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

G2.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

 S242379

Strategy Rationale

I-ready customizes plans for individual students based on current performance data. This strategy proved successful, especially in the area of math, during the 2015-2016 school year. This strategy will then be continued for the 2016-2017 school year.

Action Step 1 5

Monitor Center Rotations and lessons completed by students in iReady

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/12/2016 to 6/2/2017

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 G2.B1.S2 6

Student Usage and Performance Data and Small Group Lesson Plans

Person Responsible

Shawna White

Schedule

Every 6 Weeks, from 9/12/2016 to 6/2/2017

Evidence of Completion

iReady reports, Lesson Plans, Observations, Walk-throughs

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

Student iReady Performance Data

Person Responsible

Ashley Nassau

Schedule

Every 6 Weeks, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

G2.B2 New curriculum and resources with which that teachers are unfamiliar (ex. phonics program) 2

 B229736

G2.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

 S242380

Strategy Rationale

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

Teresa Shoemaker

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

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

Lesson Plans with Curriculum Activities/Lessons

Person Responsible

Shawna White

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk-Throughs, Observations, Administratively Directed Common Planning

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

Increased Lexile Level

Person Responsible

Ashley Nassau

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Achieve 3000, Lessons completed at 75% or greater

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M323942	Number of discipline referrals will be decreased	Nassau, Ashley	10/3/2016	Discipline referral reports will be pulled quarterly to view the trends in behaviors.	6/2/2017 quarterly
G2.MA1  M323950	Achieve 3000 Lexile Level Sets	Nassau, Ashley	9/12/2016	Increased Lexile Levels on Reports	6/2/2017 monthly
G2.MA2  M323951	District Science Assessments	White, Shawna	9/12/2016	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.	6/2/2017 quarterly
G2.MA3  M323952	Student Growth and Proficiency on District and State Assessments	Nassau, Ashley	9/12/2016	Science CGAs (3rd-5th), Performance Tasks, Science FCAT 2.0	6/2/2017 every-6-weeks
G2.MA4  M323953	Data Chats with teachers and students	White, Shawna	9/12/2016	Anecdotal notes from data chats and current disaggregated data	6/2/2017 quarterly
G2.MA5  M323954	IReady Student Performance	Nassau, Ashley	9/12/2016	Reports identifying student usage, progress monitoring , and diagnostic data will be used in order to determine student performance growth.	6/2/2017 quarterly
G1.B8.S1.MA1  M323938	Based upon the information received, Ms. Laboy will be able to determine, when and how many...	Laboy Carasquillo, Gladys	9/1/2016	Lesson Completion Log and Report sent to DOE	6/2/2017 monthly
G1.B8.S1.MA4  M323939	Student of the Month Recognition	Laboy Carasquillo, Gladys	10/3/2016	Students will have the opportunity to earn additional recognition of Student of the Month based upon the monthly character trait.	6/2/2017 monthly
G1.B8.S1.MA1  M323940	Classroom Lesson Logs	Laboy Carasquillo, Gladys	9/1/2016	At the completion of a Learning for Life lesson being taught, KG-2nd grade teachers will submit a lesson log. This provides evidence that the character lesson for the month was taught to the students.	6/2/2017 monthly
G1.B8.S1.MA3  M323941	Students will earn a "hedgie" to be placed on our school-wide tree or they can earn a positive...	White, Shawna	8/15/2016	The number of "hedgies" on the tree and number of positive referrals earned.	6/2/2017 monthly
G1.B8.S1.A1  A313701	Learning for Life Character Education lessons are taught in grades KG-2nd.	Laboy Carasquillo, Gladys	9/1/2016	Teachers submit logs to Ms. Laboy.	6/2/2017 monthly
G1.B8.S1.A2  A313702	We will implement a school-wide positive behavior plan, Precious Not Prickly.	White, Shawna	8/15/2016	Students will earn "hedgies" and positive referrals.	6/2/2017 monthly
G2.B1.S1.MA1  M323943	Achieve 3000 Level Set and performance on Achieve3000 lessons/ activities	Nassau, Ashley	9/12/2016	Evidence of increase in Lexile Level and amount of activities being completed at 75% or better	6/2/2017 monthly
G2.B1.S1.MA1  M323944	Data Reports Pulled and Analyzed	White, Shawna	9/12/2016	Student/Teacher Data Chats, Teacher/ Admin Data Chats, Reports from Performance Matters, Achieve 3000, iReady, and FSA (when available).	6/2/2017 monthly
G2.B1.S1.MA3  M323945	Lesson plans, Observations and Walk-throughs Checking for Full Implementation with fidelity	White, Shawna	9/12/2016	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	6/2/2017 biweekly

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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
				monitored to check for planning of instruction/rotations based on student data.	
G2.B1.S1.A1 A313703	Provide feedback on rotations and small group instruction and develop/lead PLC opportunities based...	Nassau, Ashley	9/6/2016	Results of Monthly Achieve 3000 Level Set and District Based Checkpoints	6/2/2017 weekly
G2.B1.S1.A2 A313704	Reading Interventionist will work with small groups of 1st-3rd grade students and Reading Coach...	DePriest, Robin	9/12/2016	Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency and Achieve 3000 Level Set data	6/2/2017 daily
G2.B1.S1.A3 A313705	Based on student data teachers will have the opportunity to create center rotations and develop...	Shoemaker, Teresa	9/12/2016	Teachers will leave PD sessions with plans and rotation activities that can be immediately implemented in the classroom.	6/2/2017 monthly
G2.B2.S1.MA1 M323948	Increased Lexile Level	Nassau, Ashley	9/12/2016	Achieve 3000, Lessons completed at 75% or greater	6/2/2017 monthly
G2.B2.S1.MA1 M323949	Lesson Plans with Curriculum Activities/Lessons	White, Shawna	9/12/2016	Walk-Throughs, Observations, Administratively Directed Common Planning	6/2/2017 weekly
G2.B2.S1.A1 A313707	Curriculum guide training and support	Shoemaker, Teresa	9/12/2016	Lesson Plans reflecting curriculum guide lessons/activities and utilization of non-fiction texts	6/2/2017 biweekly
G2.B1.S2.MA1 M323946	Student iReady Performance Data	Nassau, Ashley	9/12/2016	Student performance on iReady Math and Reading will be analyzed in order to determine the trajectory of student growth that is expected.	6/2/2017 every-6-weeks
G2.B1.S2.MA1 M323947	Student Usage and Performance Data and Small Group Lesson Plans	White, Shawna	9/12/2016	iReady reports, Lesson Plans, Observations, Walk-throughs	6/2/2017 every-6-weeks
G2.B1.S2.A1 A313706	Monitor Center Rotations and lessons completed by students in iReady	White, Shawna	9/12/2016	Class and student reports in i-ready, Walk-throughs, observations, and student journals/data tracking log	6/2/2017 every-6-weeks

V. Professional Development Opportunities

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

G1. If classrooms are focused on developing the whole child and improving classroom culture, then student achievement will increase.

G1.B8 Limited time to implement culture building activities.

G1.B8.S1 School-wide positive behavior strategies, as well as, character education lessons will be provided to students across grade levels.

PD Opportunity 1

We will implement a school-wide positive behavior plan, Precious Not Prickly.

Facilitator

Amy Barnett-American Civility Association

Participants

Faculty and Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2. If West Riverside implements rigorous, standards aligned instruction based on instructional shifts and students' needs, then there will be an increase in student achievement.

G2.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

G2.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 PLC opportunities based on needs of teachers

Facilitator

Reading Coach

Participants

ELA 3-5 Teachers

Schedule

Weekly, from 9/6/2016 to 6/2/2017

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 9/12/2016 to 6/2/2017

G2.B2 New curriculum and resources with which that teachers are unfamiliar (ex. phonics program)

G2.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 9/12/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	Learning for Life Character Education lessons are taught in grades KG-2nd.	\$0.00
2	G1.B8.S1.A2	We will implement a school-wide positive behavior plan, Precious Not Prickly.	\$0.00
3	G2.B1.S1.A1	Provide feedback on rotations and small group instruction and develop/lead PLC opportunities based on needs of teachers	\$0.00
4	G2.B1.S1.A2	Reading Interventionist will work with small groups of 1st-3rd grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.	\$0.00
5	G2.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.	\$0.00
6	G2.B1.S2.A1	Monitor Center Rotations and lessons completed by students in iReady	\$0.00
7	G2.B2.S1.A1	Curriculum guide training and support	\$0.00
Total:			\$0.00