

Duval County Public Schools

Central Riverside Elementary School



2016-17 Schoolwide Improvement Plan

Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

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

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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

**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 Central 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.

Central Riverside Elementary is a school of excellence with high academic standards provided in a safe, nurturing environment.

b. Provide the school's vision statement.

We provide an enriched and comprehensive education that meets the needs of all individuals. Our emphasis values education provided in a culture that promotes soci-emotional development and critical thinking abilities and encourages academic risk taking.

2. School Environment

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

The goal is for students at Central Riverside to have a strong sense of comfort and safety while being successful in school. 4% of our population here at CRES are DHH (Deaf and Hard of Hearing) students. We have fostered a culture of self-motivated learning here at CRES. Students do well when they believe they can depend on their teachers and classmates. This comfort is achieved by rules and regulations in the classroom that are sensible and consistently enforced. Teachers build a trusting relationship by helping and encouraging students and addressing inappropriate behavior. Students should have the opportunity to develop a trusting personal relationship with teachers and students. Central Riverside offer students the opportunity to participate in CEW, Cathedral Arts Project, CRES News Crew, Safety Patrol, ASL Club, and Student Government. These activities contribute to the important sense of belonging for students. This year we have implemented a mentorship program, where each teacher will have at least 10 students as their mentee. Students will encounter at least one teacher or counselor who will offer a motivating message each day. Central Riverside also offers a School-wide Enrichment Program (SWAG, Stabilizing Winning Attitudes Graciously). These Enrichments are offered to all students. The program consist of; Harmonic Highway, Arts and Humanities, Technology and Leadership and Health and Wellness. -

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

Central Riverside has established a culture of inclusion and respect that welcomes all students. Students are rewarded when they show thoughtfulness and respect for peers, adults, and the school. All teachers at Central Riverside ensure that students interact safely by monitoring students activities before, during and after school. Monitoring systems are in place to prevent bullying in common areas of the school, such as bathrooms, playgrounds, and the cafeteria. CRES implemented a school wide cafeteria incentive, The Silver Spoon Award. This award is given to a class on each grade level that exhibits appropriate cafeteria behavior daily. All faculty and staff members monitors for bullying. They also help set the tone at school. Teachers are required to implement a behavior management system within their classroom as well. Well-managed classrooms are the least likely to have bullying. Quarterly Discipline Assemblies are implemented to review school wide expectations and reward students for positive behavior.

Central Riverside's Foundation Team devised a plan to implement during emergency evacuations. This plan is practiced twice a year.

The Principal and Assistant Principal have an "Open Door" policy. Students feel comfortable sharing information or concerns with the Administrative team. All parent concerns are addressed within 48 hours.

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.

Central Riverside school wide behavioral systems has clearly defined expectations for students behavior, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed. All teachers will establish a regular, predictable, positive learning & teaching environment within their class. Training will be provided for new teachers of CRES to serve as positive models for students. The administrative team will create a system for providing regular positive feedback to students and teachers, acknowledging students when they are doing the right thing. The goal is to develop an environment in every classroom that support academic success.

Central Riverside has implemented a school wide positive behavior program that reward students with "Dolphin Dollars" for exhibiting appropriate behaviors in common areas. These dollars can be used in the Dolphin store to purchase treats for students.

Guidance Counselor and Administrator are available when need to provide Restorative Justice for students displaying inappropriate behaviors. Buddy teachers are utilized to support classroom teachers' need for behavior issues.

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.

Central Riverside strive to be a healthy place for students to learn and grow. Central Riverside focus on both student learning and development as well as the provision of social-emotional supports. At CRES all educators, students, families and community members work together to support the healthy development of all students. It is CRES goal to ensure that all students are engaged and active learners who are self-aware, caring respectful, connected to others, responsible decision makers and academic achievers. Students are encouraged to participate in extracurricular activities to enhance their social-emotional needs such as CEW, Cathedral Arts Program, Safety Patrols, ASL Club (American Sign Language) and Student Council. CRES Guidance Counselor meet with students on a regular basis to discuss Student Success, Child Matters, and Second Steps which focus on social and emotional resolutions.

Central Riverside's Guidance provides one-on-one counseling and small group support, outside referral services such as Full Services and refers the social worker to conduct home visits if needed.

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.

At Central Riverside strategies have been implemented to improve attendance. Central Riverside has

implemented an Attendance Rewards Program. This program offers individual and class recognition monthly on attendance. This recognition not only celebrates students but their families as well for encouraging students for being in school daily and for being on time. Next, we will consistently make students feel welcomed at Central Riverside with a positive demeanor, inquiring about their academics and challenging them to come to school and be on time. Finally, we collaborate with the CRT Operator weekly to insure that we are monitoring the attendance of all students, especially those students with documented attendance issues.

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	4	6	3	5	6	4	0	0	0	0	0	0	0	28
One or more suspensions	2	3	9	7	3	6	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	11	12	4	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	12	12	2	0	0	0	0	0	0	0	26

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	4	6	3	4	6	4	0	0	0	0	0	0	0	27

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

Strategies that will be employed by the school to address early warning indicators are to collaborate with learning leaders daily. The Learning Leaders at Central Riverside stress to students the importance of attending school regularly and being on time. Small groups will be conducted using the Success Skills Curriculum, Child Safety Matters, and develop a parent partnership. Developing a partnership with the parents will allow them to be more involved throughout the school day. This will also give parents the opportunity to utilize the Parent Involvement Room for resources on how to assist their child academically at home. Also, students will be able to utilize the computer lab before school addressing those areas of deficiency. There will be perks and incentives to reward students when gains are achieved based on formal and informal assessments given by the teacher. Lastly, communicate with parents on a daily/weekly basis will occur using students planners.

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/318876>.

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.

The first step is to Identify areas in which the community can support the academic needs of the school. CRES provide surveys for community members to complete, and use the data to enhance the school/ community relationship. Central Riverside partners with various Faith-based organizations to support student achievement. For example, CEW donates school supplies for teachers and students yearly and the District Church donates funds yearly to support students' needs. We also include volunteers in the school's annual appreciation events such as "Good Neighbor Day" a day to celebrate business partners and community members for their support. Programs and activities are provided to strengthen the climate of the school and surrounding community. With the broad involvement of community based organizations, businesses, arts and faith-based institutions, and families, the expectations of our school-community relationship will have a positive impact and this impact would lead to students' growth and success.

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
Stewart, Dinah	Principal
Adkins, Stacey	Other
Smith, Latoya	Instructional Coach
Hawthorne, Jeanette	School Counselor
Roberts, Faith	Assistant Principal

b. Duties

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

Principal Dinah Stewart - Provide a common vision for the use of data based decision making, ensure that the team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with stakeholders regarding school based MTSS plans and activities.

Assistant Principal- Faith Roberts-Graham, main responsibility is to support the work of the principal and to follow up on duties assigned. The AP also provides a common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors

assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities. Assists in progress monitoring, data collection, and data analysis. Check lesson plans for implementation of RtI process. Assists in the design and delivery of professional development. Provides feedback from classroom walkthroughs to encourage best practices that would benefit students. Collaborate with instructional coaches to ensure the coaching cycle is effectively taking place and results are evident in the targeted classroom. Collaborates with stakeholders to ensure students' environment are conducive to learning. Responsible for testing, cafeteria, paraprofessional, scheduling and parent communication of events. Participates in SAC and PTA monthly.

Reading Coach: Latoya Bell – Develops, leads, and evaluates school core content, standards/programs, identifies and analyzes existing literature, scientifically based curriculum/behavior assessment and intervention approaches.

Reading Interventionist: Stacey Adkins: - Develops, leads, and evaluates school core content, standards/programs, identifies and analyzes existing literature, scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Counselor: Jeanette Hawthorne – Identifies systematic patterns of student's needs while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”, assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for assessment and implementation monitoring.

Exceptional Student Education Teacher : Ms. Shaikh – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Select General Education Teachers: Alison Spencer; Leslie Rucker; Bridgett Daniels; Shabree Awkward; Deshandra Mobley; Jacqueline McMillan; Kimberly McCormick; Courtney Barnes; and Glartonn Minor – Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist – Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

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 team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The 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 benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I and SAI funds will be used to support academic advancement for students working below grade level. These funds will be used to provide opportunities for students to acquire the skills and knowledge needed to be successful for the 2016-2017 school year. The classroom para and P/T certified teacher (tutor) are responsible for providing support to students not meeting proficiency in grades kindergarten through second. The Reading Coach will support third grade teachers with struggling students. While the Reading Interventionist is responsible for providing support to students not meeting proficiency in 4th and 5th grade reading. These interventions will increase students performance in reading.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mercedes Nunnally	Parent
Dinah Stewart	Principal
Stacey Adkins	Teacher
Ellen Harris	Business/Community
Jeanette Hawthorne	Education Support Employee
Ke'nicia Wright	Student
Venicia Davis	Parent
Kristie Clark	Parent

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

SAC was very involved in evaluating the progress and effectiveness of the objectives and strategies in the School Improvement Plan. SAC ensured the SIP address student achievement goals and strategies based upon accurate data analyses of student proficiency levels and other school performance data.

b. Development of this school improvement plan

SAC was very instrumental in developing the School Improvement plan for Central Riverside. They were involved in the decision making process as well as the collaboration for implementing new initiatives for CRES, such as S.W.A.G (Stabilizing Winning Attitude Graciously) that will benefit all students and stakeholders.

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

SAC involvement in the annual budget and plan for CRES was very beneficial. They provided support and recommendations on both the school budget and school plan.

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

School Improvement funds will be used to provide additional interventions for Tier 2 and Tier 3 students and enrichment for Tier 1 students.

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
Smith, Latoya	Instructional Coach
Adkins, Stacey	Other
Stewart, Dinah	Principal
Swetnam, Eileen	Teacher, K-12
Rucker, Leslie	Teacher, K-12
Mobley, Deshandra	Teacher, K-12
Barnes, Courtney	Teacher, K-12
McCormick, Kimberly	Teacher, K-12
Shaikh, Fawzilla	Teacher, ESE
Awkward-Blazquez, Shabreene	Teacher, K-12

b. Duties

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

The LLT meets frequently and regularly to analyze data, set common goals, collaborate on instructional planning, discuss the results of implementing lessons and reflect on success or challenges. The LLT focuses and addresses the needs of all students using research based enrichment activities for Tier 1 students and research based interventions and strategies for Tier 2 and Tier 3 students to ensure all students make learning gains.

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.

Collaboration is vitally essential among teachers. Central Riverside Elementary provides opportunities for teachers to work collaboratively weekly. Teachers receive 4 days of common planning for 45 minutes

each day. This time is used to discuss best practices, students' data and next steps. Teachers also meet monthly in their content area for Virtual Common Planning to have similar discussions about student achievement. This is a perfect opportunity for novice teachers to ask questions or to ask for help with their classroom.

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

Central Riverside partner with local colleges and universities to host interns and pre-interns for the purpose of exposure, training and recruiting potential teacher candidates. Interns and pre-interns are observed and provided with feedback on next steps for growth in the profession.

The Principal provides ongoing professional learning and support to develop all teachers, instructional leaders, and staff, while establishing a culture that is welcoming and respectful. The principal establishes an environment that is collaborative and leads to open lines of communication for all stakeholders that encourages constructive feedback and opportunities for professional growth.

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

The Principal at Central Riverside has a process in place to provide every new teacher/specialist with a mentor for the first year of school. The mentor helps the new teacher/specialist become familiar with the school, district, and state resources, procedures, and policies. During this time, mentors may assist with the following:

- Becoming familiar with school, district, and state policies and procedures
- Securing materials such as supplies, curricular guides, and other resource materials
- Confirming that they have the appropriate technology, books, and professional materials
- Discussing specific guidelines, responsibilities, and events that are unique to our building
- Identifying locations in the school that they will need to know - library, cafeteria, playground, etc.
- Assuring that they understand the emergency policies and procedures

Mentors will also introduce them to other staff members and assist them with securing the resources that they may need to set up their classes and be effective in their new position.

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.

Central Riverside follows the Duval District Curriculum Guide as a scope and sequence of learning for each grade level and subject area. This curriculum guide is in alignment with pacing for the Florida Standards. One of the core instructional programs we use is the Gradual Release Model. This model allows teachers to focus on the grade appropriate Florida Standard with the whole class. Teachers then have students practice mastery of the standard in different settings: guided practice, group practice, and individual practice. Through the use of the district curriculum guide, grade level meetings, virtual common planning and vertical learning communities, teachers and administrators evaluate whether or not the material being used for instruction aligns with the Florida Standards. We also use Florida Item Specifications for Reading and Math to align our instruction. If the lessons or activities provided in the curriculum are not the depth or rigor of the standards, additional activities are created to ensure all instruction provided is aligned to the standards. Frequent walk-throughs and

observations by administration with documented input and next steps are conducted to ensure the core instructional programs and materials are aligned to Florida's standards. If needed, Reading Coach will assist teachers with next steps.

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.

Central Riverside uses data from iReady, district curriculum guide assessments, Achieve 3000, exit tickets, and teacher created assessments to drive instruction. Our teachers participate in professional learning communities, virtual common planning and vertical learning communities on a weekly/monthly basis. During these learning communities teachers and administrators analyze data from student work samples and assessments. They use the information they gather to determine the next steps and/or prioritize focus for instruction. Teachers use best practices to increase rigor of instruction such as; guided reading groups, center rotation, gradual release model and differentiation to address the need of individual students. Students having difficulty obtaining proficiency are provided with additional time on research based programs before and after school. Additional support is provided during the school day. Students that have mastered the area of focus are given challenging tasks that will extend their learning.

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: Extended School Day

Minutes added to school year: 10,800

Students have at home access to the computer program Xtramath, Studyisland and Zearn. These math programs allows students in Kindergarten through Fifth Grades to practice their math concepts/skills. Students are able to work at their own pace and level when using the computerized programs. Mastering basic math facts, helps the students when they have to work on math problems that require critical thinking. Students also use Studyisland to address math, reading and science content areas. This program is aligned with the Florida Standards. Teachers are able to differentiate instruction using this program by assigning tasks based on students' academic level. Achieve 3000 is yet another program students can access at home to address reading content and skill.

Strategy Rationale

The rationale behind this strategy is to use computer programs that provide engagement for the students. Students spend many hours during the week using technology. Therefore, providing students with learning activities that they can complete through a computer will engage them in learning more than paper and pencil tasks.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Latoya, belll@duvalschools.org

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

Classroom teachers and administrators monitor students' progress to determine mastery facts and standards. Teachers use the data to determine if students need small group, one on one, or enrichment learning.

Strategy: Weekend Program

Minutes added to school year: 720

This school year we will hold Saturday School sessions for the months of January, February, and March. The target audience are those students that are on level and need a little extra support. The academic areas of focus are math, reading, and science.

Strategy Rationale

Saturday school gives us additional time to focus on standards that students were not able to master during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stewart, Dinah, stewartd1@duvalschools.org

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

Saturday School and Classroom Teachers will collect data from teacher and district assessments in order to monitor student academic improvement.

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.

Prior to the first day of school, parents of kindergarten students are invited to a School Orientation where they have the opportunity to meet and greet the teacher as well as receive a brief introduction to what the school year will entail. On the first day of school parents are encouraged to walk their kindergarten student to class and the parents are greeted with a breakfast in the media center hosted by the school's leadership team. On the fourth day of school we host what is called Kindergarten Independence Day. Parents are encouraged to allow their student to walk to their designated area alone or with the assistance of school staff and safety patrols. Our goal is to encourage students entering Kindergarten for the first time to adhere to school wide rituals and routines that help them to develop and balance autonomy with positive peer relationships. Identified Kindergarten students will be assessed during the month of December for Gifted/EDGE programs.

The school will also host a Middle School Magnet Mania night for those students transitioning to middle school. Several middle schools around the district are invited to participate in the event. This provides an opportunity for parents to receive additional information about surrounding middle schools for their students to attend.

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.

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

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

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.

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.

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 we provide our students with rigorous learning tasks, differentiated small group instruction, and engaging instruction, then we will increase the percentage of students who are proficient and making gains in all content areas.
- G2.** If we implement and monitor a Positive Behavior Intervention System, then our discipline referrals for Kindergarten-2nd Grade will decrease.

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 we provide our students with rigorous learning tasks, differentiated small group instruction, and engaging instruction, then we will increase the percentage of students who are proficient and making gains in all content areas. 1a

G086606

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	72.0
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Time to implement all core content components with fidelity.
- Resources to provide students with rigorous activities during differentiated center rotation.
- Difficulty retaining science concepts learned daily in science lessons for future applications

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Math Curriculum, Math I-Ready K-5, Study Island 3rd-5th, Xtra Math, Zearn
- Duval Reads Curriculum, Reading I-Ready K-5, Achieve 3000 3rd-5th, Study Island 3rd-5th, Reading A-Z, LLI, Soar to Success and Barton.
- Achieve 3000, Penda Learning, Study Island, Interactive Science District Curriculum

Plan to Monitor Progress Toward G1. 8

District and State assessments

Person Responsible

Dinah Stewart


Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Results: I-Ready, Achieve 3000, Module Assessments, Study Island

G2. If we implement and monitor a Positive Behavior Intervention System, then our discipline referrals for Kindergarten-2nd Grade will decrease. 1a

 G086607

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	15.0

Targeted Barriers to Achieving the Goal 3

- Lack of problem solving strategies by students
- Lack of professional development for teachers on strategies to reduce negative classroom behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselor, Behavior Rtl, Assistant Principal, Behavior Interventionist, Behavior contracts, School wide Discipline plan
- Principal, Dolphin Store, Student of the Month, Silver Spoon Award

Plan to Monitor Progress Toward G2. 8

Monitor number of classroom referrals written

Person Responsible

Dinah Stewart

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Referral data

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 we provide our students with rigorous learning tasks, differentiated small group instruction, and engaging instruction, then we will increase the percentage of students who are proficient and making gains in all content areas. **1**

 **G086606**

G1.B1 Time to implement all core content components with fidelity. **2**

 **B230178**

G1.B1.S1 Provide weekly professional development on analyzing resources and curriculum to increase instructional time in class. **4**

 **S242811**

Strategy Rationale

To ensure teachers use curriculum with fidelity and meet the needs of all students.

Action Step 1 **5**

Common Planning with grade level and Vertical Planning

Person Responsible

Stacey Adkins

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Agendas and Meeting Minutes

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

Weekly reminders through calendar and emails

Person Responsible

Stacey Adkins

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Sign In Sheets, Agenda, Meeting Minutes

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

Walk throughs, Formal and Informal Observations

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Student Work, Assessments

G1.B2 Resources to provide students with rigorous activities during differentiated center rotation. 2

 B230179

G1.B2.S1 Develop small group differentiated resources to implement during center rotation and monitor the effectiveness/usage during instructional walks and common planning. 4

 S242812

Strategy Rationale

To ensure teachers use new curriculum with fidelity and address the needs of all students.

Action Step 1 5

Common Planning on grade level and Vertical Teams

Person Responsible

Latoya Smith

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Sign In Sheets, Agendas and Meeting Minutes

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

Weekly reminders through calendar and emails

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Sign In Sheets, Agendas, Meeting Minutes

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

Walkthroughs, Formal and Informal Observations

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 5/31/2017


Evidence of Completion

Lessons Plans and Student Work

G1.B3 Difficulty retaining science concepts learned daily in science lessons for future applications 2

 B230180

G1.B3.S1 Teachers will Implement the use of science journals and science labs with fidelity. ELA and Science instructors will plan together weekly integrating ELA and science concepts. 4

 S242813

Strategy Rationale

Use journals to demonstrate student understanding as well as a reference for previously taught principles and concepts.

Action Step 1 5

Use science journals daily to evaluate students' understanding of principles and concepts.

Person Responsible

Kimberly McCormick

Schedule

Daily, from 8/31/2016 to 6/2/2017

Evidence of Completion

Student entries and teacher specific feedback

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

Walkthroughs, Formal and Informal Observations

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Work, Student Journals with feedback

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

Walkthroughs, Formal and Informal Observations

Person Responsible

Dinah Stewart


Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, student work, student Journals with feedback


G2. If we implement and monitor a Positive Behavior Intervention System, then our discipline referrals for Kindergarten-2nd Grade will decrease. 1

 G086607

G2.B1 Lack of problem solving strategies by students 2

 B230181

G2.B1.S1 Increase counseling with students by teachers, school counselor, and administration. 4

 S242814

Strategy Rationale

This will enable students to use better techniques to problem solve situations.

Action Step 1 5

Conference with students that are at risk for behavior concerns as needed.

Person Responsible

Jeanette Hawthorne

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

School Counselor contact logs

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

Monitor the number of referrals on a monthly basis.

Person Responsible

Jeanette Hawthorne

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Referral data

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

Monitor behavior of students receiving counseling.

Person Responsible

Jeanette Hawthorne

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Conference logs and referral data

G2.B2 Lack of professional development for teachers on strategies to reduce negative classroom behaviors. 2

 B230182

G2.B2.S1 Provide professional development for teachers on Restorative Justice. 4

 S242815

Strategy Rationale

To reinforce positive classroom behaviors.

Action Step 1 5

Teachers receive professional development from district staff members on Restorative Justice.

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Decrease in classroom discipline referrals.

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

Principal will monitor individual teacher referrals monthly for implementation of Restorative Justice strategies.

Person Responsible

Dinah Stewart

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Decrease in classroom referrals.

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

Monitor individual classroom teacher referrals

Person Responsible

Dinah Stewart


















Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Decrease in classroom referrals

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  M324907	District and State assessments	Stewart, Dinah	8/31/2016	Results: I-Ready, Achieve 3000, Module Assessments, Study Island	5/31/2017 monthly
G1.B1.S1.MA1  M324901	Walk throughs, Formal and Informal Observations	Stewart, Dinah	8/31/2016	Lesson Plans, Student Work, Assessments	5/31/2017 weekly
G1.B1.S1.A1  A314206	Common Planning with grade level and Vertical Planning	Adkins, Stacey	8/29/2016	Agendas and Meeting Minutes	5/31/2017 weekly
G1.B2.S1.MA1  M324903	Walkthroughs, Formal and Informal Observations	Stewart, Dinah	8/31/2016	Lessons Plans and Student Work	5/31/2017 weekly
G1.B2.S1.MA1  M324904	Weekly reminders through calendar and emails	Stewart, Dinah	8/31/2016	Sign In Sheets, Agendas, Meeting Minutes	5/31/2017 weekly
G1.B2.S1.A1  A314207	Common Planning on grade level and Vertical Teams	Smith, Latoya	8/31/2016	Sign In Sheets, Agendas and Meeting Minutes	5/31/2017 weekly
G2.MA1  M324912	Monitor number of classroom referrals written	Stewart, Dinah	8/31/2016	Referral data	6/2/2017 quarterly
G1.B1.S1.MA1  M324902	Weekly reminders through calendar and emails	Adkins, Stacey	8/31/2016	Sign In Sheets, Agenda, Meeting Minutes	6/2/2017 weekly
G1.B3.S1.MA1  M324905	Walkthroughs, Formal and Informal Observations	Stewart, Dinah	8/31/2016	Lesson Plans, student work, student Journals with feedback	6/2/2017 weekly
G1.B3.S1.MA1  M324906	Walkthroughs, Formal and Informal Observations	Stewart, Dinah	8/31/2016	Lesson Plans, Student Work, Student Journals with feedback	6/2/2017 weekly
G1.B3.S1.A1  A314208	Use science journals daily to evaluate students' understanding of principles and concepts.	McCormick, Kimberly	8/31/2016	Student entries and teacher specific feedback	6/2/2017 daily
G2.B1.S1.MA1  M324908	Monitor behavior of students receiving counseling.	Hawthorne, Jeanette	8/31/2016	Conference logs and referral data	6/2/2017 quarterly
G2.B1.S1.MA1  M324909	Monitor the number of referrals on a monthly basis.	Hawthorne, Jeanette	8/31/2016	Referral data	6/2/2017 monthly
G2.B1.S1.A1  A314209	Conference with students that are at risk for behavior concerns as needed.	Hawthorne, Jeanette	8/31/2016	School Counselor contact logs	6/2/2017 monthly
G2.B2.S1.MA1  M324910	Monitor individual classroom teacher referrals	Stewart, Dinah	8/31/2016	Decrease in classroom referrals	6/2/2017 weekly
G2.B2.S1.MA1  M324911	Principal will monitor individual teacher referrals monthly for implementation of Restorative...	Stewart, Dinah	8/31/2016	Decrease in classroom referrals.	6/2/2017 weekly
G2.B2.S1.A1  A314210	Teachers receive professional development from district staff members on Restorative Justice.	Stewart, Dinah	8/31/2016	Decrease in classroom discipline referrals.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If we provide our students with rigorous learning tasks, differentiated small group instruction, and engaging instruction, then we will increase the percentage of students who are proficient and making gains in all content areas.

G1.B1 Time to implement all core content components with fidelity.

G1.B1.S1 Provide weekly professional development on analyzing resources and curriculum to increase instructional time in class.

PD Opportunity 1

Common Planning with grade level and Vertical Planning

Facilitator

Stacey Adkins

Participants

Kindergarten-5th Grade Math Teachers

Schedule

Weekly, from 8/29/2016 to 5/31/2017

G1.B2 Resources to provide students with rigorous activities during differentiated center rotation.

G1.B2.S1 Develop small group differentiated resources to implement during center rotation and monitor the effectiveness/usage during instructional walks and common planning.

PD Opportunity 1

Common Planning on grade level and Vertical Teams

Facilitator

Latoya Bell

Participants

Kindergarten-5th Grade Literacy Teachers

Schedule

Weekly, from 8/31/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Common Planning with grade level and Vertical Planning	\$0.00
2	G1.B2.S1.A1	Common Planning on grade level and Vertical Teams	\$0.00
3	G1.B3.S1.A1	Use science journals daily to evaluate students' understanding of principles and concepts.	\$0.00
4	G2.B1.S1.A1	Conference with students that are at risk for behavior concerns as needed.	\$0.00
5	G2.B2.S1.A1	Teachers receive professional development from district staff members on Restorative Justice.	\$0.00
Total:			\$0.00