

Duval County Public Schools

Central Riverside Elementary School



2019-20 Schoolwide Improvement Plan

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Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

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

Demographics

Principal: Dianah Stewart

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (54%) 2016-17: B (60%) 2015-16: B (54%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Stewart, Dinah	Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Roberts, Faith	Assistant Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Adkins, Stacey	Instructional Coach	Identifies systematic patterns of student's needs while working with teachers to identify appropriate, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for teachers' implementation.
Hawthorne, Jeanette	School Counselor	As the counselor my main responsibilities are to provide students with support academically, personal and social as needed. I provide assistance to students hands-on outside of the classroom. My counseling objectives comes from the Team Duval Counseling Objectives and American Counseling Association. Students are identified through early warning indicators and referrals. Student dealings with stress from school social pressure and/or family are given strategies and support to cope. Also, students directed how to plan short and long term goals with success.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	62	63	64	65	49	62	0	0	0	0	0	0	0	365
Attendance below 90 percent	7	8	6	8	9	6	0	0	0	0	0	0	0	44
One or more suspensions	1	4	1	7	4	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	3	9	4	1	1	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	7	21	22	35	25	33	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	8	13	18	17	13	0	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	8	1	2	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	3	2	1	4	1	0	0	0	0	0	0	0	0	11

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	8	14	16	9	4	1	0	0	0	0	0	0	0	52
One or more suspensions	3	5	4	7	10	5	0	0	0	0	0	0	0	34
Course failure in ELA or Math	2	2	1	5	2	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	4	14	20	33	13	10	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	7	15	18	22	10	9	0	0	0	0	0	0	0	81

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	57%	63%	49%	55%
ELA Learning Gains	57%	56%	58%	66%	56%	57%
ELA Lowest 25th Percentile	32%	50%	53%	54%	54%	52%
Math Achievement	72%	62%	63%	72%	62%	61%
Math Learning Gains	75%	63%	62%	60%	63%	61%
Math Lowest 25th Percentile	72%	52%	51%	41%	54%	51%
Science Achievement	63%	48%	53%	67%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	62 (0)	63 (0)	64 (0)	65 (0)	49 (0)	62 (0)	365 (0)
Attendance below 90 percent	7 ()	8 ()	6 ()	8 ()	9 ()	6 ()	44 (0)
One or more suspensions	1 ()	4 (0)	1 (0)	7 (0)	4 (0)	4 (0)	21 (0)
Course failure in ELA or Math	3 ()	9 (0)	4 (0)	1 (0)	1 (0)	1 (0)	19 (0)
Level 1 on statewide assessment	7 ()	21 (0)	22 (0)	35 (0)	25 (0)	33 (0)	143 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	51%	-17%	58%	-24%
	2018	49%	50%	-1%	57%	-8%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	63%	52%	11%	58%	5%
	2018	63%	49%	14%	56%	7%
Same Grade Comparison		0%				
Cohort Comparison		14%				
05	2019	55%	50%	5%	56%	-1%
	2018	54%	51%	3%	55%	-1%
Same Grade Comparison		1%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	61%	-4%	62%	-5%
	2018	75%	59%	16%	62%	13%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	82%	64%	18%	64%	18%
	2018	76%	60%	16%	62%	14%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2019	72%	57%	15%	60%	12%
	2018	67%	61%	6%	61%	6%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	49%	12%	53%	8%
	2018	64%	56%	8%	55%	9%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	29	19	32	67	65					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	44	54	38	69	73	67	56				
MUL	64			64							
WHT	85	76		88	90						
FRL	35	42	27	59	67	68	55				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	14	10	35	43						
BLK	50	55	42	70	56	32	65				
HSP	55	50		73	50						
MUL	60	62		73	69						
WHT	79	63		82	63						
FRL	50	52	41	69	58	31	58				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8			33							
BLK	64	67	53	72	58	48	59				
HSP	18			64							
MUL	69			77							
WHT	72	67		72	65		86				
FRL	45	58	57	61	52	30	56				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data indicates in ELA 9% of SWD performed at proficiency level, 29% made gains and 19% of the identified LPQ Students With Disability made gains. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of the SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

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

The greatest decline was SWD proficiency. The percentage of students performing at level of proficiency in ELA declined 10% from 19% to 9%. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of the SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary

were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Lowest Performing Quartile had the greatest gap when compared to the state average in gains in ELA. The school averaged 32% gains and the state averaged 53% gains a difference of 21%. One contributing factor that effected the low percentage was the lack of personnel to support the number of SWD students. As students tested into ESE, the number of support personnel stayed the same. Another contributing factor was the initial assessment level of the SWD students. The average for the SWD students was two grade levels below proficiency. Students made some positive gains but were still below proficiency after the year's instruction. A third contributing factor was lack of consistency in the regular education classroom with phonics instruction. Often SWD students lack the foundational skill in the area of phonics, phonemic awareness, and fluency to perform at proficiency level. Regular education teachers would move forward with the grade level instruction without touching the gap skills. These skills are often mastered by the intermediate grades but SWD students need constant reinforcement and remediation of these skills. Other foundational skills such as comprehension and vocabulary were not reinforced at the need level of the SWD student in the general education classroom after being taught by the ESE teachers.

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

Lowest Performing Quartile had the greatest improvement in math. Central Riverside Elementary School's lowest performing quartile in math moved from 32% to 72%. This resulted in a gain of 40%. One of the contributing factors to this gain was the employment of a part time math tutor for fourth and fifth grade student population. This tutor worked with students with fidelity throughout the day. During small group instruction he would provide tier three instruction. This instruction met the needs of the SWD students. He also worked one on one with students and provided extensive remediation to those who required it. Another contributing factor was the general education teachers. These teachers analyzed the data to provide flexible differentiated instruction. This instruction targeted the needs of the students based on how they performed with the grade level standards and assessments. Remediation was provided to the SWD students as it was needed. General education teachers collaborated with each other across grade levels and with the Math Coach and ESE teacher to develop necessary remediation materials and instructional lesson plans to meet the needs of the SWD students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern was attendance. Absenteeism was a major contributing factor in the lack of proficiency level of the SWD students. The attendance level of some SWD students of the year prior to state assessment was below 90 percent which negatively affected their learning proficiency. The number of SWD students with high absenteeism scored significantly lower than grade level proficiency on state wide assessments. Average scores of SWD students that were absent were a Level I. Another contributing factor or potential area of concern was that often SWD students are already two grade levels below proficiency when entering the general education classroom, This is evident in their performance on state wide assessments,

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

1. SWD proficiency and SWD gains in ELA
- 2.. LPQ gains in ELA

- 3 . Increase proficiency in science.
4. Reduce Absenteeism
- 5.Maintain SWD math proficiency and gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>To increase the percentage of LPQ and SWD students showing gains in ELA and increase the percentage of proficiency in Science.</p>
Rationale	<p>Based on data, Central Riverside's focus will be the LPQ and SWD students in Reading and proficiency in Science. The majority of students in Reading LPQ and SWD did not show gains. Our goal is to be strategic and intentional in instruction to address the need of each Individual student and subgroup to make certain all students are making one year's growth.</p>
State the measurable outcome the school plans to achieve	<p>The percentage of Students With Disabilities will increase in ELA proficiency on the FSA The percentage of Students With Disabilities will increase in ELA gains on the FSA. Students identified as Lowest Performing Quartile will increase in proficiency and gains in ELA on the FSA The overall percentage of proficiency in Science will increase on the Standardized State Assessment Sustain/Maintain the percentage in proficiency and gains in Math on the FSA</p>
Person responsible for monitoring outcome	<p>Dinah Stewart (stewartd1@duvalschools.org)</p>
Evidence-based Strategy	<p>Align instructions to learning standards; instructions for assignment will be clearly aligned to the learning target and task for mastering a learning standard.</p> <p>Common Planning times for grade level and content area teachers to collaborate at least once weekly.</p> <p>Questioning to Check for Understanding; teachers will check for understanding during whole group instruction and small group instruction before moving to the next skill or concept.</p> <p>Formative Assessment; students must be able to understand quality work and be able to asses the quality of their own work by demonstrating understanding.</p> <p>Provide consistent feedback; creating opportunity within instruction to provide students with continuous and specific feedback that helps improve students' understanding of the concept or skill.</p> <p>Using Data to guide instruction; teachers and students simultaneously collect and analyze learning information to determine where students are and where they need to improve.</p>
Rationale for Evidence-based Strategy	<p>Ensuring that instruction is aligned to learning standards and having systems in place where instruction is implemented with fidelity and monitored will ensure all students are prepared for success. Providing feedback and next steps to students needing support will increase the percentage of students understanding of the concept and skills being taught before moving forward. Formative Assessments and Questioning to check for understanding will provide teachers and students with the opportunity to evaluate their level of understanding of the concept or skill and determine next steps for each individual student. Using Data to guide instruction will assist teachers in determining where students are and where they need to improve as well as determine the type of support each student needs to make the necessary growth needed for one year's growth.</p>

Action Step

Description

1. Administration will tier teachers to ensure academic support is provided with a reading coach. Reading Coach will provide tiered- support for K-5 ELA teachers through Coaching Cycle. Reading Coach will meet with teachers to conduct on-going Focus meetings to create remediation/focus calendars for grades 3-5. Reading Coach and VE teachers will pull LPQ and SWD students in grades 3-5 for targeted skill remediation. Reading Coach and administration will meet/plan weekly with teachers to monitor the progress of targeted students Reading Coach will meet weekly with teachers to support instruction and collaborate in creating lessons to use during small group instruction.
2. Collaborative Planning opportunities will be provided for faculty.
3. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science.
4. Conduct weekly walk throughs with Reading and Math Coaches to monitor implementation of research based resources with fidelity. Provide feedback and next steps when needed to positively impact instruction to increase students growth.
5. Administration will develop systems to implement during common planning for the purpose of working collaboratively with teachers and coaches to monitor teacher/student data chats with all students. Celebrate students making gains towards annual learning targets..

Person

Responsible

Dinah Stewart (stewartd1@duvalschools.org)

#2	
Title	
Rationale	Based on data, our focus will be on increasing the percentage of LPQ, SWD and Black students in Reading, maintaining percentage of growth in math and increasing proficiency in Science. The majority of students in Reading LPQ and SWD did not show gains. Math gains were 75% and Science proficiency was 63% which is the same from the previous year. Our goal is to be strategic and intentional in instruction to address the need of each Individual student.
State the measurable outcome the school plans to achieve	The data indicates only 32% of LPQ, 37% SWD and 57% Black students in ELA made gains, Our goal is to increase the percentage of LPQ students making gains from 32% to 52%, SWD from 37% to 45% and Black from 57% to 65%. While in Math 75% of students made gains and 72% of LPQ students made gains. Science percentage of proficiency remain the same 63%.
Person responsible for monitoring outcome	Dinah Stewart (stewartd1@duvalschools.org)
Evidence-based Strategy	To increase our ELA foundational skills for our K-2 students we will implement the Reading Mastery program. Our LPQ percentile for ELA 3-5 students we will continue to use with fidelity the LLI kits, LAFS, Small group Instruction, IReady Tool Kit and Guided reading materials. We will continue to use Study Island (Reading, Math, and Science), Achieve 3000,DAR/DRA Growth ,IReady Math,Curriculum End-of-Unit Modules, District Mid-Year Scrimmage Standards Assessments, Progress Monitoring Assessments, Pitsco Lab, Reading A to Z and Zearn.
Rationale for Evidence-based Strategy	By implementing Reading Mastery for all K-2 students we are building a strong foundation in the primary grades which will decrease the percentage of students in need of remediation. We will Continue to use LLI, Study Island, and IReady Tool Kit with fidelity and purpose for remediation for students in grade 3-5 and tracking students growth for success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administration will tier teachers to ensure academic support is provided with a reading coach and math coach. Reading and Math Coach will provide tiered- support for K-5 ELA and Math teachers through the Coaching Cycle. Reading and Math Coach will meet with teachers to conduct on-going PLC's to create remediation/focus calendars for grades 3-5. Reading and Math Coach and our instructional support team will pull our LPQ students in grades 3-5 for targeted skill remediation in reading and math. Principal and/or Assistant Principal will plan weekly with teachers to monitor the progress of targeted students and will meet weekly with teachers to support instruction and collaborate in creating lessons to use during small group instruction. 2. Establish and utilize model classrooms for ELA, Math and Science. 3. Routine data chats involving all stakeholders. 5. Data file to track all students in ELA and Science (Data tracking forms evident in classrooms and used for lesson planning; reflections from previous lesson data to guide instruction, posted data on walls and in student notebooks; conversations with students and teachers). 6. Resources will be purchased to support LPQ students for tutoring. 7. Tutoring for students after SAI funds are expended. 8. Field experiences to Riverkeeper, IMAX Theatre, Jacksonville Zoo, and Wild Adventure

will support increase in science proficiency

9. Instructional Tutors to support with small group and LPQ students in Reading and Math.

Person Responsible Dinah Stewart (stewartd1@duvalschools.org)

#3

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible [no one identified]

#4

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible [no one identified]

#5	
Title	To continue to make improvement within the school climate and culture and professional development for teachers which will in turn build a positive culture that impact students achievement.
Rationale	Based on the data, our goal will focus on building a stronger supportive environment and effective leadership. The data indicates a need for improvement in our school climate and culture and effective leadership in the area of providing professional development for teachers.

State the measurable outcome the school plans to achieve	Central Riverside rated 41% within the Effective Leadership domain on the 5 Essentials, with the area of focus being professional development of teachers. Our goal is to increase the Effective Leadership percentage by 10% from 41% to 51%.
Person responsible for monitoring outcome	Dinah Stewart (stewartd1@duvalschools.org)
Evidence-based Strategy	<p>Strategies to increase Effective Leadership percentage are as follows;</p> <ul style="list-style-type: none"> o Peer learning that provides feedback, insight, suggestions and support o Differentiate professional development opportunities with continual assessments o Provide opportunities for new challenges o Continue to have a collaborative and committed working environment o Provide opportunities for teachers to develop their own leadership goals and guide them in achieving their individual goals. <p>Professional development is more effective when it is differentiated by gauging teachers' readiness, utilizing their interests, involving them in the process, and providing continual assessment opportunities. Providing professional development energizes teachers to improve their classroom instruction.</p>
Rationale for Evidence-based Strategy	<p>Tapping into the expertise in the building for professional development opens up new challenges, builds a stronger school culture and climate. This will provide opportunities for others to experience leadership roles and create a collaborative and committed working environment. The triad model of peer coaching takes advantage of a powerful professional learning resource available to teachers and their colleagues.</p> <p>Encouraging teachers to develop their own goals and provide time for teachers to discuss and reflect on how they can incorporate the professional development opportunities to reach their individual goals. Professional development will allow teachers to have opportunities for feedback, set goals, provide continuous support, and assess progress toward the goals they've set.</p>

Action Step	
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Description	<p>1 Each new teacher is paired with a mentor at the beginning of the school year. This helps teachers to be fully aware of school policies, procedures and rules within the school. Supporting new teachers in this way can help promote a consistent atmosphere across the school (This support will be ongoing throughout the school year).</p> <p>2. Surveying teachers on their individual needs and being aware of what teachers think and feel. Using the information from the surveys to provide teachers with the support needed to ensure success.</p>
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3. Set up systems to acquire feedback, hear out concerns, and get suggestions for improvement to increase school culture and climate and professional development.
4. Provide opportunities for teachers to collaborate weekly with colleagues to address areas of focus they may have or assist colleagues with next steps.
5. Provide opportunities for teachers to meet with administration monthly to discuss concerns or provide feedback on improving the culture and climate.
6. Set aside time quarterly to analyze the school culture and climate. Keep abreast the specific factors that indicate a positive school culture and continue to reinforce those aspects. Also, be aware of any negative factors and take decisive action to remove those.

Person Responsible Dinah Stewart (stewartd1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The first step is to identify areas in which the community can support the academic needs of the school. The school will provide surveys for community members and other stakeholders to complete, and use the data to enhance the school/ community relationship. The school will include volunteers in the school's annual appreciation events such as "Good Neighbor Day", which is a day to celebrate business partners and community members for their support. Central Riverside will provide programs and activities to strengthen the climate of the school and surrounding community. The very expectations of a school-community relationship can have a positive impact with the broad involvement of community based organizations, businesses, arts, faith-based institutions, and families.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 strives to be a healthy place for students to learn and grow. Central Riverside focuses 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's 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, BETA, and Student

Council. CRES's Guidance Counselor meets with students on a regular basis to discuss Student Success, Child Matters, Second Steps, and Sanford Harmony. These programs focus on social and emotional resolutions.

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. The school also hosts 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.

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 Leadership 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 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 2019-2020 school year. The classroom paraprofessional is responsible for providing support to students not meeting proficiency in grades kindergarten through second. The Reading and Math Coach and P/T certified teacher (tutor) will support third - fifth grade teachers with struggling students. These interventions will increase students' performance in all subject areas.

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

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. The school will also hosts 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To increase the percentage of LPQ and SWD students showing gains in ELA and increase the percentage of proficiency in Science.	\$0.00
2	III.A.	Areas of Focus:	\$0.00
3	III.A.	Areas of Focus:	\$0.00
4	III.A.	Areas of Focus:	\$0.00
5	III.A.	Areas of Focus: To continue to make improvement within the school climate and culture and professional development for teachers which will in turn build a positive culture that impact students achievement.	\$0.00
Total:			\$0.00