West Riverside Elementary School

2019-20 Schoolwide Improvement Plan

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West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

http://www.duvalschools.org/wres

Demographics

Principal: Talya Taylor

Start Date for this Principal: 4/1/2016

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)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (51%) 2016-17: C (53%) 2015-16: B (56%) 2014-15: C (42%)
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	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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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. 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.

West Riverside Elementary School strives to develop the whole child by providing an encouraging, nurturing, engaging, and culturally diverse learning environment where students become intrinsically motivated by their successes and learn to be contributing citizens of their community within a global society.

Provide the school's vision statement.

Every student of West Riverside Elementary will be inspired and prepared with the necessary skills that will help them to be academically successful and become a productive global citizen in a culturally diverse world.

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
White, Shawna	Principal	Ensures that all staff are implementing MTSS. Communicates with School Advisory Council (SAC) regarding the MTSS process. As the building level administrator, all operations, instruction, evaluation, and communication with stakeholders fall into her realm of responsibility. In conjunction with regular collaboration and debriefs with the MTSS Leadership Team, Ms.White shares pertinent information with faculty and staff, directs and approves all professional development to ensure that it is aligned with the district mandates, state requirements, federal policies and procedures, and the needs of teachers to meet the needs of children. All final decisions on hiring and ways of work are part of her responsibility. Maintaining a culture and climate that is safe for employees and children, participating in the Shared Decision process as a voting member of the shared Decision Committee, and monitoring instruction with fidelity are her main areas of focus. The school based leadership team will meet to discuss the progress of students. As needed, the team will develop new strategies and interventions to meet the needs of our students. This in turn will be incorporated into the SIP. Data analysis will be incorporated into the normal routines that will drive Data Chats with teachers, leading to Teacher-Student Data chats.
Nassau, Ashley	Assistant Principal	Responsible for professional development,technology, testing, public relations, campus security, cafeteria, and events. Monitors safety net and MTSS programs. Oversees text books, SIP, Title I, PTA, Dual Language, Math and Science. Participates in SAC and PTA. Ms. Nassau's main responsibility is to support the work of the Principal and to follow through on duties assigned to her as she learns the many facets of leadership.
Laboy Carasquillo, Gladys	School Counselor	Responsible for facilitating all MT meetings. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provides input with regards to appropriate interventions. Records notes for all meetings and maintains MT log which includes all students in tiers 2 and 3. Completes observations of students in tier 2 and tier 3. Trains staff and parents on MT, documentation, and progress monitoring. Assists in developing ESOL intervention plans K-5. She also is responsible for College and Career ready activities for students including Career Day. She also teaches character trait lessons to students and reinforces the PBIS systems that are in place.

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	48	52	50	47	38	45	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	18	4	9	4	5	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	9	8	0	0	0	0	0	0	0	19

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	0	1	0	3	8	18	0	0	0	0	0	0	0	30

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
14

Date this data was collected or last updated
Thursday 8/29/2019

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	10	9	13	4	11	5	0	0	0	0	0	0	0	52
One or more suspensions	1	1	1	0	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	3	0	1	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	16	28	23	0	0	0	0	0	0	0	67

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	5	11	12	4	17	17	0	0	0	0	0	0	0	66

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	54%	50%	57%	52%	49%	55%
ELA Learning Gains	42%	56%	58%	63%	56%	57%
ELA Lowest 25th Percentile	14%	50%	53%	61%	54%	52%
Math Achievement	61%	62%	63%	52%	62%	61%
Math Learning Gains	66%	63%	62%	49%	63%	61%
Math Lowest 25th Percentile	50%	52%	51%	35%	54%	51%
Science Achievement	50%	48%	53%	58%	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	48 (0)	52 (0)	50 (0)	47 (0)	38 (0)	45 (0)	280 (0)
Attendance below 90 percent	0 ()	18 ()	4 ()	9 ()	4 ()	5 ()	40 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	0 (0)	0 (0)	2 (0)	3 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	9 (0)	8 (0)	19 (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	67%	51%	16%	58%	9%
	2018	59%	50%	9%	57%	2%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	47%	52%	-5%	58%	-11%
	2018	45%	49%	-4%	56%	-11%
Same Grade Comparison		2%				
Cohort Comparison		-12%				
05	2019	45%	50%	-5%	56%	-11%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		5%				
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	61%	1%	62%	0%
	2018	77%	59%	18%	62%	15%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	69%	64%	5%	64%	5%
	2018	53%	60%	-7%	62%	-9%
Same Grade Comparison		16%				
Cohort Comparison		-8%				
05	2019	52%	57%	-5%	60%	-8%
	2018	54%	61%	-7%	61%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	49%	1%	53%	-3%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		-10%				
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	20	14	8	23	57	60	23				

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
ELL	24	20	20	28	70	64	33				
BLK	59	47		79	74						
HSP	33	26	20	42	69	62	39				
WHT	69	53		64	57		62				
FRL	42	29	13	51	67	56	41				

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	14	33	33	31	37	38					
ELL	8	33	44	28	37	33					
BLK	43	35		52	53						
HSP	38	46	47	38	34	35	20				
WHT	65	50		83	72		94				
FRL	44	46	43	54	44	37	54				

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	21	60	64	29	40						
ELL	18	58		29	50						
BLK	27	50		42	28						
HSP	30	59		30	50						
WHT	80	72		74	62						
FRL	43	55	60	46	44	36	50				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	65
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	45
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.

In 2018-2019, only 14% of students in the lowest 25th percentile showed growth. Within this group, Students with Disabilities and English Language Learners made little to no growth. This was a drastic decline from the previous three years. One contributing factor may be due to the loss of a Reading Coach and another may be that there was a majority of ELL students in this group that had not previously counted for growth or proficiency. However, this year their scores did count. Many of these students are still learning English and having difficulty with ELA.

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

The greatest decline was in ELA Lowest 25th percentile. In 2018 42% of students in this subgroup showed a year's worth of growth compared to only 14% in 2019. In looking at the steady decline over the past three years, in 2016 when 65% of students in the lowest 25th percentile made growth, there was a reading coach and reading interventionist, and district specialist in place. The two years following, there was a reading coach, district specialist and part-time hourly tutor. In the 2018-2019 school year, there was no additional support provided to the 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.

The ELA lowest percentile had the greatest difference. Our students performed 39% points below the state average. A group of our students in the lowest quartile were considered both ELL and ESE, with most not counting in the school grade the previous year. These happen to also be the groups that performed below the 41% threshold. We previously had a reading coach which also served as providing interventions to students. This past year, we no longer had that position. While there were numerous interventions in place, such as push in tutors, ELL support, programs implemented, lunch bunch groups, etc., the interventions were numerous. This may have contributed to the focus being too broad and too much. This school year we are narrowing our focus to one program, but wrap around support services if needed in areas other than academics.

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

The overall area of math was an improvement; including growth of all students and those in the lowest percentile. Teachers collaborated and planned together on a weekly basis and used the performance data of students in order to plan for differentiated instruction that supported the individual needs of students.

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

Attendance is an area of concern. The school counselor is supporting the improvement of this through providing preventative measures as well as follow ups with families who have participated in Attendance Intervention. The counselor and school social worker work very closely to provide any outside supports needed in order to ensure students are attending school. We have seen improvements from two years ago. When students are in attendance, we can provide them consistent academic supports to close gaps they may have in their learning.

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

1. Improve the performance of the lowest quartile in ELA
2. Increase proficiency of ELA
3. Increase proficiency back to the trend of improvement we were having in science.
4. Increase overall math proficiency
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25th Percentile
Rationale	In 2018-2019, only 14% of students in the lowest 25th percentile showed growth. Within this group, Students with Disabilities and English Language Learners made little to no growth. This was a drastic decline (28+ points) from the previous three years.
State the measurable outcome the school plans to achieve	If instructional staff implements rigorous, differentiated instruction based on individual students' needs, then there will be an increase in student achievement for all groups of students. The goal will be to improve student growth from 14% to 50% in the lowest 25th percentile in reading.
Person responsible for monitoring outcome	Shawna White (whites2@duvalschools.org)
Evidence-based Strategy	Teachers will provide differentiated instruction based on testing and academic area data. Differentiated instruction will be provided in the form of Corrective Reading, Leveled Literacy Intervention, and additional resources from Ready Florida.
Rationale for Evidence-based Strategy	Corrective Reading will be implemented by classroom teachers based upon student performance on the Florida Standards Assessment and the Corrective Reading Placement Test. For those students who do not place in Corrective Reading, they will be incorporated into a Leveled Literacy Intervention group (LLI). Although teachers provided differentiated instruction in the past, it was not prescriptive enough to improve the reading performance of the students. Through the use of these research based programs, teachers and students should see improved results in student reading abilities and comprehension.

Action Step	
Description	1. Student reading levels will be determined so that explicit instruction in reading skills and comprehension can take place using Corrective Reading and/or Leveled Literacy Intervention (LLI). 2. Professional Development on how to implement Corrective Reading and LLI will be provided prior to the start of school. 3. Teachers will monitor, consistently, the progress of the students' in both LLI and Corrective Reading utilizing district provided monitoring forms. 4. Teachers will participate in a book study based upon the book Fair Isn't Always Equal. Teachers will learn about provided varying strategies and best practices for students based upon what they need, not what is provided for all. This information will be applicable to implement in both whole and small-group instruction. 5. The 2nd Grade ESOL Teacher is being used to reduce class size and provide more differentiated instruction and focus. 6. A Parent Liaison is being used to help build a strong school/home connection. The liaison will help to promote literacy items that are available for home checkout or electronic devices that can be checked out for home use. This is an additional method for promoting literacy and literacy activities at home. 7. Part-time, hourly tutors will be incorporated into the schedule to pull groups and work with students. 8. Paraprofessionals will be supporting individual pull out groups as well. 9. Media Specialist will incorporate learning activities that support what is taking place in the classroom. The media specialist will collaborate with the teachers in order to focus on standards that are of most need for reteaching and reiterating. Students will also participate

in blended learning activities so that more time is available in the classroom for focused, differentiated learning.

Person Responsible	Shawna White (whites2@duvalschools.org)

#2	
Title	Math Proficiency and Growth
Rationale	In order to improve overall math proficiency and at least one year's student growth, implementing intentional instruction focused on skills and standards will be implemented. Utilizing an evidence based program will aid in exposing students to on grade level standards and hone the skills needed to solve the associated problems.

State the measurable outcome the school plans to achieve	If instructional staff implements rigorous, repetitive math instruction based on student's needs and grade level standards, then there will be an increase in student achievement for all groups of students. Maintaining 64% proficiency and growth is needed in order to improve overall school points and potentially the school grade.
Person responsible for monitoring outcome	Shawna White (whites2@duvalschools.org)
Evidence-based Strategy	Math Acaletics will be incorporated into a 30 minute math block in addition to the math core instruction.
Rationale for Evidence-based Strategy	Math Acaletics will be implemented by classroom teachers. Students will be placed into groups based upon the results of initial placement testing. Although teachers provided differentiated instruction in the past, we want to continue to improve the number of students achieving math proficiency and growth. Through the use of this research based program, teachers and students should see improved results in student math abilities.

Action Step	
Description	1. Teachers will group students for leveled abilities based upon the placement test. 2. 30 minute math block will be incorporated into the daily schedule to provide a dedicated time for implementation. 3. Student groups will be fluid based upon the result of the monthly assessments. 4. Student performance and growth will be monitored based upon the monthly assessments, as well as, the quarterly Progress Monitoring Assessments. 5.
Person Responsible	Shawna White (whites2@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).

Additionally, we will continue to focus on the achievement of the school Climate and Culture. We have had great success with our positive intervention program, Precious Not Prickly. We will continue to implement this program as a means of being proactive in providing expectations for behavior, instead of

reactive to poor choices.
During pre-planning, we review the school wide behavior/expectations and rules with the entire faculty and staff. We also have a separate meeting with teachers new to the building to give new teachers another opportunity to ask questions and get acquainted with the building expectations.
During open house, teachers and staff share behavior management procedures and school wide expectations with parents and families.
Students are acclimated to the behavior expectations during a behavior assembly during the first week of school. These assemblies will also be facilitated once a quarter thereafter to ensure students are still following the behavior expectations and rules. The guidance counselor will go in to classrooms in-between assemblies and facilitate lesson plans on expectations, character traits, and social skills.

School wide Rewards and Recognition:

Daily: Students can earn "hedgies" on a daily basis from any faculty/staff member based on the school wide expectations and character trait of the month that is taught during a media lesson (with an accompanying book) Teachers: Administrators leave notes on teacher's/staff members desks when visiting classrooms/areas around the school. Faculty and staff can write "hedgies" for each other.

Weekly: Students can earn lunch with the principal or assistant principal based on their behavior in the cafeteria Teachers: Select teachers and staff acknowledged in Principal's weekly newsletter.

Monthly: Students are recognized during a monthly reception for displaying character traits and following behavior expectations/rules; one student from each class is chosen once a month.
Teachers: "Lollipop moments" during monthly faculty meetings and staff meetings

Quarterly: Students can earn charms quarterly during an awards ceremony for citizenship, following school wide behavior expectations, improving their behavior, and demonstrating leadership qualities (along with charms earned for academic areas).

Yearly: Students who earn a set amount of charms throughout the year are able to participate in the end of the year charm celebration (field trip to movies with popcorn/snacks)
Teachers: End of the year faculty and staff luncheon

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.

West Riverside makes building cultures among staff, students, families, and community a priority. We begin with orientation and next is open house. We have a large ELL population and are a Dual Language school. We make
sure to send home information in English and Spanish. We hold Dual Language and parent event nights to increase communication and involvement. We have several translators working in the building. We are sure to have dictionaries available in all languages necessary. The teachers make sure to spend time talking to children and get to know all of the students so that they have strong relationships with their students. Teachers take ownership of all of the students. ELL students are mainstreamed so that all

students become comfortable with the
variety of cultures in the building.

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.

The School Counselor provides a positive behavior system that can be written by students and teachers called "hedgies" based on the program Precious, Not Prickly. West Riverside also has a Lunch Buddies program that serves as a mentoring program for students. This is a program that pairs an adult volunteer with a student that needs extra one-on-one social and academic support. The Lunch Buddy volunteer stays with the same student throughout their elementary career. We are also partners with the CEW program (Children's Enrichment Workshops) which is compromised of four local faith-based partners. This program provides after
school enrichment activities, (i.e.: art, basketball, yoga, chorus, computer, etc). Referrals to a therapist for counseling are provided to students in need of the services. The overall culture and climate of the school is very positive which contributes to a safe and conducive learning environment for all students.

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

Magnet tours are provided throughout the months of January and February for prospective families to tour the school and acquire information regarding our Dual Language Program. The VPK families also participate in a Transition to Kindergarten session at the end of the year and are provided with activities they can do with their child to keep up the success that has been made throughout the year and ensure they are prepared for kindergarten. Our 5th grade students also tour our feeder middle school and have counselors from other middle schools come and present to them. All students participate in Moving Up Day during the last week of school. This gives all students a chance to visit the next grade level classrooms and get them excited about the next school year.

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.

We have a part-time Title I Parent Liaison who will be our contact for the community support. She will coordinate all parent activities through using Title I policies and protocols to ensure accurate documentation. Community partners are very involved with our school. We ensure that we communicate their support in the monthly Family Newsletter, post their logos in the front foyer of the school, display special support on the marquee or signage in the foyer, send thank you letters for all support, and include them in the end-of-year report. Because of our small school size, very little funding is generated and it would be close to impossible to fund incentives or special events without their support. Some of the initiatives afforded through partnerships for our children include, but are no limited to:
* Organic Garden Club, led by teachers, volunteers and parents who join their children during Garden Club Days monthly.
* Student Store is supported by various business partners through donations to keep it stocked for student shopping based upon earning positive behavior incentives.
* CEW, a faith-based partnership with four local churches, providing after school activities, field day, and holiday meals and gifts for students in need
*Local organization Blessings in a Backpack provides weekend snack bags for students in need.

* Lunch Buddies, amentoring initiative for one-on-one relationship building with students
* Catering by Liz, Maple Street Biscuit Company, and others are local venues and cater activities for teachers at meetings, Teacher Appreciation Week, etc.
*CitiBank provides free color printing for all materials needed for our students in the Dual Language Program
* Other local organizations have reached out to provide supplies, donations, and training opportunities for teachers

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

Activities provided in addition to the 5th grade transitional activities are the annual Career Day and Transition to middle School Parent Event. The Career Day event provides the students the opportunity to be exposed to so many different professions and careers. It is always encouraging to read the responses of students after the visits because so many are encouraged with a new focus of what they want to be when they grow up. The Transition to Middle School event for parents helps them to navigate the School Choice System. This is a time when parents are encouraged to visit local magnet schools and apply to be in programs that will help lead them down various college and career paths.

Part V: Budget

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

1	III.A.	**Areas of Focus: ELA Lowest 25th Percentile**	$0.00
2	III.A.	**Areas of Focus: Math Proficiency and Growth**	$0.00
		Total:	**$0.00**