

Duval County Public Schools

West Riverside Elementary School



2021-22 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: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

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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West Riverside Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Taylor, Talya	Principal	<p>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. Taylor 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.</p>
Freeman, Latausa	Assistant Principal	<p>Mrs. Freeman's responsibilities include math and science professional development, overseeing technology, facilitating testing, overseeing campus security, monitoring the cafeteria procedures, and other operational duties as assigned. Mrs. Freeman monitors safety net and MTSS programs. She oversees textbooks and works directly with the Math and Science Professional Learning Communities.</p>
Acevedo, Yazmine	School Counselor	<p>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.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Talya Taylor

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

282

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	52	38	38	45	37	46	0	0	0	0	0	0	0	256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Sunday 8/15/2021

2020-21 - As Reported**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	
Number of students enrolled	47	46	51	48	39	45	0	0	0	0	0	0	0	276
Attendance below 90 percent	6	10	6	5	6	3	0	0	0	0	0	0	0	36
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	13	21	26	18	13	13	0	0	0	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	13	28	34	25	12	13	0	0	0	0	0	0	0	125

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	12	21	24	16	11	8	0	0	0	0	0	0	0	92

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	1	1	0	0	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	47	46	51	48	39	45	0	0	0	0	0	0	0	276
Attendance below 90 percent	6	10	6	5	6	3	0	0	0	0	0	0	0	36
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	13	21	26	18	13	13	0	0	0	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	13	28	34	25	12	13	0	0	0	0	0	0	0	125

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	12	21	24	16	11	8	0	0	0	0	0	0	0	92

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	1	1	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	50%	57%	50%	50%	56%
ELA Learning Gains				42%	56%	58%	46%	51%	55%
ELA Lowest 25th Percentile				14%	50%	53%	42%	46%	48%
Math Achievement				61%	62%	63%	61%	61%	62%
Math Learning Gains				66%	63%	62%	53%	59%	59%
Math Lowest 25th Percentile				50%	52%	51%	42%	48%	47%
Science Achievement				50%	48%	53%	64%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	51%	16%	58%	9%
Cohort Comparison						
04	2021					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison		-67%				
05	2021					
	2019	45%	50%	-5%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	61%	1%	62%	0%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-62%				
05	2021					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the grade level data below include the Duval County Public Schools Progress Monitoring Assessments. The assessments were facilitated to students three times during the school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	64	93
	Economically Disadvantaged	58	55	91
	Students With Disabilities	0	20	60
	English Language Learners	11	22	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	74
	Economically Disadvantaged	33	45	73
	Students With Disabilities	0	0	60
	English Language Learners	22	11	22

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	49	67
	Economically Disadvantaged	13	20	43
	Students With Disabilities	0	13	29
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	31	45
	Economically Disadvantaged	4	0	19
	Students With Disabilities	13	13	29
	English Language Learners	9	9	30
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	41	57
	Economically Disadvantaged	41	35	47
	Students With Disabilities	33	0	33
	English Language Learners	22	0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69	48	41
	Economically Disadvantaged	59	33	24
	Students With Disabilities	50	17	17
	English Language Learners	56	13	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	52	46
	Economically Disadvantaged	20	35	46
	Students With Disabilities	0	9	11
	English Language Learners	8	17	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	44	55
	Economically Disadvantaged	42	31	39
	Students With Disabilities	18	18	22
	English Language Learners	8	8	9
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	55	65
	Economically Disadvantaged	43	57	74
	Students With Disabilities	20	10	38
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	49	54
	Economically Disadvantaged	39	45	58
	Students With Disabilities	10	20	38
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	55	53	65
	Economically Disadvantaged	57	48	68
	Students With Disabilities	10	30	38
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16			28							
ELL	29			27							
BLK	46			42							
HSP	34	55		30	70		30				
WHT	76	55		73	73		83				
FRL	50	56		45	65		69				
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	42
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	6
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	33
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	44
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	
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	72
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There are trends that emerge across grade levels. The first trend is the decrease in math performance in proficiency rates and learning gains. The math proficiency declined by 11% in 2020-2021. The math learning gains declined by 4% in 2020-2021. There were not enough students to determine data for the learning gains of the lowest 25%.

Other trends include performance below 41% for students with disabilities in reading and math. The progress monitoring assessment data showed that students with disabilities are performing significantly below their peers in the same grade level. Florida State Assessment Data also indicate this achievement gap.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and state assessment data, math proficiency, math learning gains, and lowest quartile gains in reading and math demonstrate the need for improvement. The lowest quartile consist of students with disabilities and English Language Learners. 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. The 2020 assessment data did not report information for the lowest quartile in reading and math because there were too few students in those categories.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A combination shifting from online learning to face to face learning may have contributed to the performance with math proficiency and learning gain decrease. Other contributing factors for this data

set include lack of exposure to math word problems, misalignment of math assignments with math standards and low fact fluency.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring assessments and state assessments, reading learning gains showed and improvement from 43% to 52%, a 9% increase. Science proficiency showed an improvement from 50% to 58% an 8% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to the reading gains improvement is the implementation of Reading Mastery and Corrective Reading. Through implementing these programs with fidelity, reading gaps in phonemic awareness, phonics and fluency were decreased.

Implementing PLCs and common planning sessions occurred weekly. During this time teachers analyzed data, planned lessons with activities that were aligned to the standards and assessed student learning regularly with standards aligned assessments.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, strategies that need to be implemented include analyzing grade level, class level and student level data. The data analysis will lead to determining the pacing of the curriculum. Frequent mini assessments and checks for understanding of student learning will need to be implemented to accelerate learning.

Daily student learning tasks need to be aligned to state level standards.

The implementation of Reading Mastery and Corrective Reading will continue. Tutoring and small group instruction are additional strategies that need to be implemented to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

If approved, teachers will be provided training on the implementation of USA Test Prep. This program is an online software program that provides teachers with assessments, tasks and activities that are aligned to the standards.

Training on the new Florida BEST Standards for grade K-2 is available for teachers.

Weekly PLC and common planning sessions will provide teachers with professional development on data analysis, small group instruction and alignment of instruction, student activities and student assessments to the standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Building instructional capacity with teachers through the work in common planning and professional learning communities will be implemented to ensure teachers understand how to implement standards based instruction and assessment.

Part III: Planning for Improvement

Areas of Focus:**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

Area of Focus Description and Rationale: Improve standards-based planning process (utilizing our 12-step PLC planning protocol including unpacking of standards, creation of learning arcs with aligned tasks and assessments, and student work analysis) and execution of those plans in all content areas. Thorough analysis of data will be included in this process to monitor the progress of students mastery of the standards.

Measurable Outcome: 95% of our current core content teachers will engage in successful standards-based instruction planning processes including the creation of learning arcs for each standard with aligned tasks and assessments.

Monitoring: The area of focus will be monitored using PLC and common planning agendas and data from weekly Classroom Walk Throughs. The Standard Walk Through Tool will be utilized to collect data and plan the cycle of common planning sessions.

Person responsible for monitoring outcome: Talya Taylor (taylort4@duvalschools.org)

Evidence-based Strategy: Utilize professional learning communities and common planning processes to improve teachers' abilities to provide effective standards-based instruction in all core content areas including the design of formative and summative assessments, instructional delivery, and student learning aligned tasks.

Rationale for Evidence-based Strategy: According to research including Standards-Based Learning in Action: Moving From Theory to Practice by Tom Schimmer, Garnet Hilman, and Mandy Stalets, "standards-based learning is anchored on a teacher's commitment to designing instructional experiences and assessment that make proficiency against standards (not the accumulation of points) the priority outcome.

TNTP's published study "The Opportunity Myth" also addresses the need for "consistent opportunities [for students] to work on grade-appropriate assignments" and for "teachers who hold high expectations for students and truly believe they can meet grade-level standards."

DuFour's research on Professional Learning Communities (PLCs), specifically in Learning by Doing: A Handbook for PLCs at Work, also supports the "purpose of school is to ensure all students learn at high levels...helping all.

Action Steps to Implement

Weekly Standards Classroom Walk Throughs using the Standards Walkthrough tool to gather data and evidence of standards based instruction.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

Create a common planning and PLC professional learning calendar to provide teachers with dates and expectations of the trainings in advance to ensure proper preparation prior to the meetings.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Improving the performance of our students who are identified as English Language Learners is a critical need based on the 2020 Florida Assessment Data. The students in the subgroup did not show improvement. Many students in this subgroup are also in the lowest quartile for reading and math.
Measurable Outcome:	Forty five percent of students in the ELL subgroup will show learning gains in reading and math based on district and state assessment data.
Monitoring:	Progress monitoring data, common planning sessions, corrective reading and reading mastery implementation sessions will be used to monitor the performance of students in the English Language Learner Subgroups.
Person responsible for monitoring outcome:	Talya Taylor (taylort4@duvalschools.org)
Evidence-based Strategy:	To assist with closing the gaps in reading development, Reading Mastery Signature Edition is an research proven and evidence based strategy that develops highly skilled, fluent and independent readers. All teachers who are implementing the Reading Mastery Program must complete a one day training and submit their certificate to the principal for record keeping.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is to improve foundational reading skills for students who exhibit reading gaps with phonics, phonemic awareness, fluency and comprehension.

Action Steps to Implement

All teachers and paraprofessionals who will implement Reading Mastery Signature Edition (RMSE) will attend a one day professional learning training to learn how to implement the program with fidelity.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

The assistant principal will attend placement testing training and test all new students. Students will be placed in appropriate level groupings for program implementation.

Person Responsible Latausa Freeman (freemanl2@duvalschools.org)

Reading Mastery will be implemented by paraprofessionals and teachers. Progress monitoring data will be evaluated bi weekly to ensure implementation with fidelity of the program.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students in the SWD subgroup have only 30% proficiency. The percentage of students achieving at a level 1 includes a high population of students who are in the SWD subgroup.
Measurable Outcome:	By the end of the school year, the federal index for students with disabilities will increase to at least 41%.
Monitoring:	This area of focus will be monitored by evaluating ESE teacher schedules, common planning minutes of the general education teacher and the ESE teacher and ESE parent surveys.
Person responsible for monitoring outcome:	Talya Taylor (taylort4@duvalschools.org)
Evidence-based Strategy:	Common Planning and Professional Learning Community participation by the ESE teachers will be implemented as an evidenced based strategy to evaluate data for students with disabilities, and implement action steps in response to the data.
Rationale for Evidence-based Strategy:	Creating a culture of collaboration with the general education teacher and the exceptional student education teachers will support the academic needs of the students and create alignment of supports for students. This support will result in the improvement of student academic performance.

Action Steps to Implement

Add the ESE teachers to the schedule for Common Planning and Professional Learning Community Sessions weekly.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

Create a monitoring plan for teachers to evaluate progress data of students with disabilities.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

Monitor the implementation of student accommodations in the general education class.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on 2001-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 43%, 4th grade is 50%, and 5th grade is 39%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Talya Taylor (taylort4@duvalschools.org)

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Evidence-based Strategy:

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Talya Taylor (taylort4@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 comprised 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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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.

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 comprised 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.

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 student shopping based upon earning positive behavior incentives.
- * Several faith-based partnerships with almost 10 local churches, provide after school activities, field day, supplies, and holiday meals and gifts for students in need
- * Blessings in a Backpack provides weekend snack bags for students in need.
- * Many businesses, organizations and local venues offer activities for teachers at meetings, items for Teacher Appreciation Week, classroom supplies, donations, etc.
- *CitiBank provides free color printing for all materials needed for our students in the Dual Language Program.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Everyone plays a key role in promoting a positive culture and environment at the school. The stakeholders include, but are not limited to administration, teachers, staff members, students, parents, community partners and business partners.

Positive Culture is Everyone's Job.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	590-Other Materials and Supplies	0121 - West Riverside Elementary School	School Improvement Funds		\$500.00
			Notes: Provide teachers with books and evidence based resources to learn instructional strategies to implement standards based instruction that is aligned to student standards based work and standards based instruction in reading, math and science.			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0121 - West Riverside Elementary School	School Improvement Funds		\$500.00
			Notes: Purchase materials needed for teachers to implement reading mastery and incentives for students to encourage engagement.			

3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			0121 - West Riverside Elementary School	School Improvement Funds		\$500.00	
			Notes: Purchase resources for student and teacher supplies to create a high level of organization for to provide students with accommodations and progress monitor academic performance.				
4	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
Total:						\$1,500.00	