Central Riverside Elementary School

2021-22 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: 8/16/2021

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)	89%
2020-21 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%)
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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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	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 social-emotional development and critical thinking abilities and encourages academic risk-taking.

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
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.
Campbell, Monifa	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.
Murphy, William	Math 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.
Vega, Miranda	Reading 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	Provide students with support academically, personal and social as needed. Provide assistance to students hands-on outside of the classroom. 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.

Demographic Information

Principal start date
Monday 8/16/2021, Dianah Stewart

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.*
7

Total number of teacher positions allocated to the school
18

Total number of students enrolled at the school

338

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

2

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

2

Demographic Data

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				52%	50%	57%	57%	50%	56%
ELA Learning Gains				57%	56%	58%	56%	51%	55%
ELA Lowest 25th Percentile				32%	50%	53%	41%	46%	48%
Math Achievement				72%	62%	63%	73%	61%	62%
Math Learning Gains				75%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile				72%	52%	51%	32%	48%	47%
Science Achievement				63%	48%	53%	63%	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	34%	51%	-17%	58%	-24%
Cohort Comparison						
04	2021					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		-34%				
05	2021					
	2019	55%	50%	5%	56%	-1%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	61%	-4%	62%	-5%
Cohort Comparison						
04	2021					
	2019	82%	64%	18%	64%	18%
Cohort Comparison		-57%				
05	2021					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-82%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	49%	12%	53%	8%
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 for all students in KG - 2nd grade is IReady for both Reading and Math. The progress monitoring tool used for all students in grade 3rd - 5th is district PMA (Progress Monitoring Assessment) for Reading, Math and Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	46	52
	Economically Disadvantaged	25	37	47
	Students With Disabilities	0	50	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	30	55
	Economically Disadvantaged	6	23	41
	Students With Disabilities	0	50	50
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	34	55
	Economically Disadvantaged	3	29	48
	Students With Disabilities	0	0	40
	English Language Learners	0	100	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	20	60
	Economically Disadvantaged	3	18	56
	Students With Disabilities	0	10	30
	English Language Learners	0	0	50

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	72	74
	Economically Disadvantaged	44	69	70
	Students With Disabilities	38	50	71
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	51	49
	Economically Disadvantaged	67	45	42
	Students With Disabilities	63	67	43
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	68	59
	Economically Disadvantaged	51	64	49
	Students With Disabilities	11	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	64	62
	Economically Disadvantaged	58	53	50
	Students With Disabilities	11	0	0
	English Language Learners	100	100	100

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	59	65
	Economically Disadvantaged	38	52	52
	Students With Disabilities	0	17	14
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	48	61
	Economically Disadvantaged	65	43	54
	Students With Disabilities	20	17	14
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64	74	71
	Economically Disadvantaged	63	65	63
	Students With Disabilities	0	0	14
	English Language Learners			

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	29			28							
BLK	56	65	36	52	49	27	51				
MUL	92			100							
WHT	75			88							
FRL	55	63		53	46		50				

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					
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				

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	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	48
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	96
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	82
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	53
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?

A percentage of students across all grade levels and subgroups are performing below expectation/ profiency in Language arts.

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

The data components are the quizzes, tests, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms. Teachers trust the results from these assessments because of their direct relation to classroom instructional goals. These data components are used to improve students' performance through individualized instruction and interventions. More focus on daily instruction, standard-based instruction and data-based remediation will positively impact the rigor of assessments and provide the needed remediation to increase students' growth in Language Arts and Math for all students.

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

One of the contributing factors for our need for improvement is focus on standard based instruction. Based on the data, Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and are appropriate to each grade level. After reviewing the data from classroom walkthroughs, it was evident that many classes were inconsistent with developing tasks aligned to standards and assessing student learning during instruction (formal or informal) was not grade level appropriate. The leadership team will create calendars to ensure classroom visits occur weekly. Classroom visits will align with school-wide professional development and/or instructional focus. Collaborative planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources. The leadership team will conduct weekly walkthroughs with Coaches to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. The leadership team will provide feedback and next steps when needed. The leadership team will also facilitate weekly Common Planning focusing on the development of the Learning Arc in all core subject areas with all grade levels. Professional Development will reinforce the Learning Arcs

and analyzing students tasks and assessment for rigor. Title 1 funds will be used to ensure teachers and students are provided with needed support and resources to ensure students' success.

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

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%.

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

One of the contributing factors to this gain was the employment of a part-time math tutor for the 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 SWD students. He also worked one on one with students and provided extensive remediation to those who required it. Another contributing factor was the work of 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. Data driven remediation was provided to the SWD students as it was needed. Through data analysis, weekly PLCs, and grade-level planning, general education teachers collaborated with each other across grade levels, the instructional coach, and ESE teachers to develop necessary remediation materials to meet the needs of the SWD students

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

The school will implement opportunity for remediation/interventions to address struggling students and enrichment to increase a school-wide better understanding of standards. Through data-focused PLCs and consistent content-based collaboration, strategies will be developed and implemented to accelerate learning for all students. All teachers will have access to the resources and strategies necessary to meet the learning needs of each individual student in their classes. These opportunities ensure that all students are engaged in their learning; making sure instruction is rigorous, grade level appropriate and standard focused.

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.

All staff will engage in targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction aligned to the development of the learning arc. The learning arcs will engage teachers in deep analyzation of the standards and develop tasks and assessments at or above grade level. This will increase the rigor of instruction, as well as improve the percentage of overall student growth.

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

Central Riverside Elementary School will collaborate with district specialist to ensure that all necessary and up-to date resources are provided to the teachers. The school will work in collaboration with YMCA to have a free, after-school tutoring / extra-curricular program. Students will be provided extra intensive instruction and extra remediation to ensure sustainability of their academic progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on data, Central Riverside's focus will be the LPQ and SWD students in Reading. 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. Also based on the data Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and grade level appropriate. After reviewing the Standards Walk Through Dashboard it was evident that many classes were inconsistent with developing tasks aligned to standards and assessing student learning during instruction (formal or informal) was not grade level appropriate. This data aligns with the 5 essential survey that reports less than 50% of the students surveyed agreed that they were not challenged with high level instruction or being asked difficult questions during formal or informal assessments.
Measurable Outcome:	All staff will engage in targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction aligned to the development of the learning arc. Using the learning arc teachers will engage in deep analyzing of the standards and develop tasks and assessments at or above grade level which will increase the rigor of instruction as well as improve the percentage of overall student growth. This planning will have a positive impact on the percentage of Students With Disabilities in ELA proficiency on the FSA and students identified as Lowest Performing Quartile will increase in proficiency and gains in ELA on the FSA.
Monitoring:	1. Leadership team will create calendars to ensure classroom visits occur weekly. Visits will align with school-wide professional development and/or instructional focus. 2. Collaborative Planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources. 3. Conduct weekly walkthroughs with Coaches to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. Provide feedback and next steps when needed. 4. Facilitate weekly Common Planning utilizing the Learning Arc in all core subject areas with all grade levels. Professional Development will reinforce the Learning Arcs and analyzing students tasks and assessment for rigor. 5. Using Title 1 funds to support teachers and students through tutoring, coaching cycles, etc.. 6. 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. 7. Collaborative Planning opportunities will be provided for faculty. 8. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science. 9. 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. 10. 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 for monitoring outcome:

Dinah Stewart (stewartd1@duvalschools.org)

Evidence-based Strategy:

The Leadership team will provide opportunities for teachers to do a deep analyzing of the standards through the "Learning Arc". This planning will assist teachers in designing grade level appropriate lessons and assessments that are aligned to the standard .

The Leadership team will visit teacher's classes weekly using the Standard Walk-Through Tool for the purpose of observing student's tasks, assessments and resources to improve student growth percentage.

Leadership will also provide timely feedback on a specific area of focus for the teacher. This feedback will be used to coach teachers and increase their instructional practice/ performance.

Align instructions to learning standards; instructions for assignment will be clearly aligned to the learning target and task for mastering a learning standard.

Common Planning times for grade level and content area teachers to collaborate at least once weekly/monthly.

Teachers will check for understanding during whole group instruction and small group instruction before moving to the next skill or concept.

Teachers will implement Formative Assessment; students must be able to understand quality work and be able to asses the quality of their own work by demonstrating understanding.

Teachers will provide consistent feedback to students; creating opportunity within instruction to provide students with continuous and specific feedback that helps improve students' understanding of the concept or skill.

Teachers and students simultaneously collect and analyze learning information to determine where students are and where they need to improve.

Rationale for Evidence-based Strategy:

Using the Learning Arc to assist teachers in analyze standards and plan instruction will ensure instruction is rigorous and students' tasks and assessments are aligned to the standard. The SWT allow the Leadership Team an opportunity to observe classrooms with the same mind-set. Focusing on standards and the language of the standard to make certain rigorous, grade level tasks and assessments are integrated in instruction. 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.

Action Steps to Implement

1. Leadership team will create calendars to ensure classroom visits occur weekly. Visits will align with school-wide professional development and/or instructional focus.
2. Collaborative Planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources.
3. Conduct weekly walkthroughs with Coaches to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. Provide feedback and next steps when needed.
4. Facilitate weekly Common Planning utilizing the Learning Arc in all core subject areas with all grade levels. Professional Development will reinforce the Learning Arcs and analyzing students tasks and assessment for rigor.
5. Using Title 1 funds to support teachers and students through tutoring, coaching cycles, etc..
6. 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.
7. Collaborative Planning opportunities will be provided for faculty.
8. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science.
9. 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.
10. 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)

Additional Schoolwide Improvement Priorities

Using the 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 data indicates a focus on Violent Incidents. Central Riverside ranks 66/97 in the county with violent incidents, 50/126 in the county and 839/1395 in the state for the year 2019-2020. The total reported supsension was 13. This data is not an accurate reflection of the school overall behavior. The data reflects repeated infractions by two or three students within the school that causes an increase in the amount of suspensions overall.

The school will continue to ensure all students are safe and free to learn in a safe environment. We will continue to review school safety policy and reinforce school goals, continue Quarterly School Safety Assemblies, Quarterly Safety pulse checks with students and teachers (survey), Continue Guidance Lessons Monthly (Child Safety Matters) and provide support for students in need. A Student Council member will serve on SAC to be a voice for student body. The school will continue Structured Movement, establish school reporting system and encourage student reporting. The school will continue Dolphin Dollars to reinforce good behavior, continue Dolphin Game room and Dolphin Store, and weekly Toon Time during lunch.

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.

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 on the broad involvement of community-based organizations, businesses, arts, faith-based institutions, and families.

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

Positive and healthy school cultures and school climates are the foundations of high quality learning environments and create the conditions for effective teaching and learning to occur. All stakeholders are

instrumental in fostering a healty school culture for all. All positivie school culture requires the support of the Principal, Faculty and Staff, Community members, parents and students.

Central Riverside creates a positive school culture and engages stakeholders in several ways. Through volunteers, partnerships with faith base churches and other businesses, through positive programs for students, parents and staff.

Central Riverside Leadership Teams helps the school build partnerships with the local school community. Part of her responsibility is to empower parents to become active participants in the education of their children. Targeted are those parents who: need help in determining how best to help their children and needs assistance in making connections and accessing services. The Leadership Team also assist in • Facilitating parent-school communication; • Facilitating community agency referrals; • Encouraging parent involvement in the school; • Fostering trust between parents and the educational community; • Fostering higher academic achievement through collaboration with school personnel.

The school utilizes the district's Parent Academy to promote parental involvement and enhance student achievement through workshops and activities that provide tools to enhance parenting, advocacy and leadership skills. A Title I parent room provides parents resources they can check out and computers to access online DCPS web based programs. Within the Central Riverside Parent Involvement Room, there are many instructional resources available for checkout. We have flashcards, books, interactive games, science file folder games, math file folder games, and more.

The school works closely with Full Service Schools to help provide students with behavioral support, medical needs, glasses, and mini grants to provide awards and educational incentives.

Central Riverside partners with CEW (Children Enrichment Workshop) a Faith based organziation that works closely with the school to help support the school community through giving financially or provided resources for parents/students that are in need.

In addition, through SAC and PTA, parents have an opportunity to become a member and to provide input for school improvement. The SAC and PTA consist of teachers, parents, faith based partners, community representatives. The SAC and PTA teams meet monthly to discuss school-wide issues and to inform the community of events happening at the school. The school uses surveys and feedback from teachers, parents, and students to plan for school improvement.

Working together with all stakeholders makes Central Riverside a great place to grown and learn.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00