

Duval County Public Schools

# West Riverside Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (63%) 2018-19: C (48%) 2017-18: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		C	C

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

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 2022 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.*

4

**Number of teachers with a 2022 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.*

18

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

290

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	50	47	44	47	41	39	0	0	0	0	0	0	0	268
Attendance below 90 percent	0	16	8	10	12	8	0	0	0	0	0	0	0	54
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	7	4	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	6	6	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	4	15	19	5	3	0	0	0	0	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level who have 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	3	5	3	5	2	1	0	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	6	0	0	0	0	0	0	0	0	0	7
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

Monday 8/22/2022

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	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	

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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	50%	56%				54%	50%	57%
ELA Learning Gains	64%						42%	56%	58%
ELA Lowest 25th Percentile	45%						14%	50%	53%
Math Achievement	66%	48%	50%				61%	62%	63%
Math Learning Gains	80%						66%	63%	62%
Math Lowest 25th Percentile	60%						50%	52%	51%
Science Achievement	63%	59%	59%				50%	48%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	51%	16%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	47%	52%	-5%	58%	-11%
Cohort Comparison		-67%				
05	2022					
	2019	45%	50%	-5%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	61%	1%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-62%				
05	2022					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	46		42	69						
ELL	46	61	42	35	61	55					
BLK	42	47		50	76						
HSP	60	59	42	53	70	57	53				
WHT	66	73		82	86		73				
FRL	44	58	44	49	80	71	39				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

### Part III: Planning for Improvement

#### 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 that indicate improved performance in Reading and Math Proficiency, Reading and Math Learning Gains, Reading and Math Lowest Quartile Gains and Science Proficiency. Students with high absences also show lower performance in reading and math in all grade levels.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and state assessment data, reading lowest quartile gains in 4th and 5th grades demonstrate the need for improvement. In grades K-2, iReady Data demonstrates that students in 2nd and 3rd grade will need intensive reading support in vocabulary and reading comprehension to close reading gaps.

#### 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 of classroom monitoring, efficient use of blended learning programs, lack of small group instruction, and lack of standards based centers may have contributed to the reading gaps that exist in grades K-2. Other contributing factors for this data set include lack of exposure to grade level text, sight words, fluency progress monitoring and access to leveled readers.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring assessments and 2022 state assessments, Math proficiency increased by 13% and Math and Math Learning Gains increased 17%. Math lowest quartile increased from 50% to 60% and reading lowest quartile increased from 14% to 45%.

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

The contributing factors to the math proficiency, math learning gains and math lowest quartile gains include, small group instruction, classroom math lesson modeling by assistant principal, 3rd grade math teacher changes after 1st quarter and in January, the Superintendent's Math Challenge, math incentives, implementation of problem of the day.

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.

Tutoring and small group instruction and the implementation of standards based centers in reading, math and science 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.**

Trainings on the new Florida BEST Standards in reading and math for grade K-5 are 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. Teacher-led professional development to highlight best practices.

### **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. Teachers will participate in classroom instructional rounds.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve standards-based planning process (utilizing our 12-step PLC planning protocol including unpacking of B.E.S.T. standards, aligning 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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of our current core content teachers will engage in successful standards-based instruction planning processes including each standard with aligned tasks and assessments.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored using PLC and common planning agendas and data from weekly Classroom Walk Throughs. The Benchmark 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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly Benchmark Classroom Walk Throughs using the Benchmark 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)

Teachers collaborated and to determine the following action steps on August 15, 2022:

PLC/Common Planning

Desired State-Collaborate with peers to implement the new BEST Benchmarks

Action Steps-Visit other classrooms; collaborate with partner teachers to observe similar lessons and follow up with constructive reflection; modeling from district personnel; sharing of learnings and success of new curriculum during PLC meetings.

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on 2021-22 school data, ELA was identified as a need for improvement. 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 2022 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 62%, 4th grade is 64%, and 5th grade is 54%
- o The percentage of students in kindergarten through grade 3, based on 2022 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 less than 60%.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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-intobig-wins>

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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-progressmonitoring-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-teachingstrategies/>

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Teachers collaborated and to determine the following action steps on August 15, 2022:  
Instructional Practice related to ELA:

Desired State-Improved foundational reading skills which will result in improvement in all content areas  
Action Steps-Create effective centers to use tools to improve foundational skills; implement new technology resources; implement small group instruction; implement the new curriculum with fidelity; increase parent involvement and commitment to learning

**Person Responsible** Talya Taylor (taylort4@duvalschools.org)

**#3. Positive Culture and Environment specifically relating to Collaborative Environment****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the 2021-2022 5Essentials data, the areas for improvement include Effective Leadership and Collaborative Teachers. These areas are addressed to increase collective leadership opportunities and create a collaborative school environment.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

5Essentials Data for Effective Leaders and Collaborative Teachers will increase by 5% on the 2022-2023 5Essentials Survey Data.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Each quarter this area will be monitored using survey data to determine practices to change, practices to keep and suggestions.

**Person responsible for monitoring outcome:**

Talya Taylor (taylort4@duvalschools.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategy for improvement of Effective Leaders and Collaborative teachers is to use collective leadership protocols to engage the members of the school in reflection and sharing their stories. "Stories allow each individual to start with their own truth. Hearing other's stories enables us to improve our ability to truly listen as well as be open to other's vulnerability (Scott, 2017)." The importance of building connection in our school will help bring our data alive and spark action to create our school story: a story of self, a story of us, and a story of now (Ganz, 2010). Further, our community stories will be structured into professional development and staff meetings using learning circles, gracious space, and learning walk protocols.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for selecting collective leadership strategies are based on research. The resources used for selecting these strategies are:  
Ganz, Marshall. (2010) Leading Change: Leadership, Organization and Social Movements  
<https://philstesthomepage.files.wordpress.com/2014/05/public-storyworksheet07ganz.pdf>

Guajardo, F. (2003). Narratives of Transformation: Education and Social Change in Rural South Texas. Unpublished Ph.D. Dissertation, University of Texas at Austin

Fast Company (Producer), & Heifetz, R. (Director). (1999, May 31,). The leader of the future. [Video/DVD]

Heifetz, R., Linsky, M., & Paige, G. (2002). Leadership on the line: Staying alive through the dangers of leading. Blackwell Publishing.

Raelin, J. A. (2018). What are you afraid of: Collective leadership and its learning implications. Management Learning, 49(1), 59-66. <https://10.1177/1350507617729974>

Scott, I. (2017). Teacher leaders: Know your story, share your story. <https://www.teachingchannel.com/blog/teacher-leaders>

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Utilize Calm Classroom during staff meetings
- Utilize collective leadership strategies: learning circles, gracious space, and learning walk protocols.
- Engage teachers in structured instructional rounds quarterly to create feedback circles.

**Person Responsible** Talya Taylor ([taylort4@duvalschools.org](mailto:taylort4@duvalschools.org))

Teachers collaborated and to determine the following action steps on August 15, 2022:

Effective Leaders:

Desired State-Clarity of expectations, good communication and support.

Action Steps-Professional Development Opportunities and Advance Notice.

**Person Responsible** Talya Taylor ([taylort4@duvalschools.org](mailto:taylort4@duvalschools.org))

Teachers collaborated and to determine the following action steps on August 15, 2022:

Collaborative Teachers:

Desired State-Collaborate with each other; Open classroom doors; Face to Face Communication

Action Steps-Participate in Instructional Rounds

**Person Responsible** Talya Taylor ([taylort4@duvalschools.org](mailto:taylort4@duvalschools.org))

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

NA

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

NAM

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

NA

**Grades 3-5: Measureable Outcome(s)**

NA

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

MA



**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step**

**Person Responsible for Monitoring**

NA



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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

Duval - 0121 - West Riverside Elementary School - 2021-22 SIP

Last Modified: 6/14/2022 <https://www.floridacims.org> Page 23 of 25

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 not 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.

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.

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

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.