

Duval County Public Schools

West Riverside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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West Riverside Elementary School

2801 HERSCHEL ST, Jacksonville, FL 32205

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------|---------------------|---|
| Taylor, Talya | Principal | <p>Ms. Taylor 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> |
| Pratt, Linda | Assistant Principal | <p>The job duties of the assistant principal include:</p> <ul style="list-style-type: none"> -Serve as the principal's designee • Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc... • Oversee Discipline (handle issues, process referrals, etc..) • Conduct formal and informal CAST Evaluations (see CAST calendar) • Conduct daily Walkthroughs and provided specific feedback to faculty and staff • Conduct quarterly Data Chats with teachers • Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders, maintain the school's data notebook and update data boards • Prepare data reports for faculty meetings, common planning, and professional development sessions • Actively participate in and facilitate professional development with staff during common planning and ERD sessions • Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions • Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Serve as the Testing Coordinator – receive and prepare materials for testing (district & state) • Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box • Participate in the planning of the SIP – Monitor the implementation of the plan • Collaborate with staff to create the Master Schedules (classroom & resource) • Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------------|---------------------|---|
| | | <ul style="list-style-type: none"> • Complete Paraprofessional Evaluations • Prepare the Morn/After Duty schedules – oversee the implementation • Schedule and conduct safety drills • Manage quarterly awards – orders, teacher folders, program set-up • Monitor FOCUS and provide PD and support for teachers as needed – approve parent registration • Attend and actively participate in committee meetings – SAC, PTA, • Perform all other duties assigned by the principal |
| Meade Arauz, Raenelle | School Counselor | <ul style="list-style-type: none"> • Provide counseling services for students in crisis or in need of support • Review ESE Support Services and ensure compliance • Review IEPs and assist with schedule to ensure compliance • Schedule MRT Meetings and follow-up with the team • Prepare documentation for MRT meetings – parent notices, consent forms, Rtl documents • Assist teachers in preparing Rtl documentation for MRT & Problem-Solving Meetings • Conduct Rtl trainings for teachers • Participate and co-facilitate Rtl Problem Solving Team Meetings • Assist with monitoring the Retention Rate and participate in Retention Prevention meetings • Serve as the Full Service Rep and complete referrals for services based on need • Conduct weekly small group for overage students and monitor their academic progress • Assist with AIT meetings, pull attendance reports, prepare attendance contracts, monitor attendance for those under contract • Provide staff training for maintain student records – confidentiality and HEPA laws • Oversee the completion of SSI Paperwork in a timely manner • Complete Social Skills in 5th Grade (Success for All) • Actively participate in committee meetings (SAC) • Plan school-wide Career Day • Oversee the 5th Grade Transition to Middle School Field Trip • Participate in content specific PD • Participate in the planning of the SIP (Early Warning Signs) • Perform all other duties assigned by the principal Organize Monthly Student of the Month ceremonies • Provide monthly communication to faith based partnerships |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school improvement plan is a collective leadership process that involves teachers, school staff, parents, families, and community members in the development of the plan. Through an analysis of the school data with the stakeholders, the process allows the school improvement goals to be prioritized. Teachers and staff have an ongoing opportunity to revisit the school improvement plan goals quarterly to evaluate the progress and health of the goals and to initiate change if needed to the school improvement plan goal action steps. Community members, families and parents are invited to monthly school advisory council meetings to share their input on the progress West Riverside is making towards achieving the school improvement plan goals. True ownership of the school improvement plan goals by the teachers, staff, parents, community members is nurtured by the continuous involvement with the school improvement plan development process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals of the SIP will be the focus of all staff meeting agendas, professional learning meeting agendas, and professional development agendas. By using the SIP goals to guide our agenda topics, we will monitor the effective implementation of our goals on increasing student achievement. Additionally, the SIP goals will be monitored quarterly with data chats with teachers, parents and students. Our community members and parents will be provided updates monthly during school advisory council meetings and during our Mid-Year Stakeholder meeting in January 2024.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 62% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 79% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: C |

| | |
|--|--------------------------|
| | 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 0 | 21 | 16 | 9 | 12 | 8 | 0 | 0 | 0 | 66 | |
| One or more suspensions | 0 | 2 | 1 | 1 | 1 | 5 | 0 | 0 | 0 | 10 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 18 | 11 | 0 | 0 | 0 | 29 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 19 | 10 | 0 | 0 | 0 | 29 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 23 | 14 | 23 | 0 | 0 | 0 | 0 | 0 | 60 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 16 | 8 | 10 | 12 | 8 | 0 | 0 | 0 | 54 | |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Course failure in ELA | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | |
| Course failure in Math | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 7 | 4 | 0 | 0 | 0 | 14 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 6 | 6 | 0 | 0 | 0 | 13 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 15 | 19 | 5 | 3 | 0 | 0 | 0 | 46 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 5 | 3 | 5 | 2 | 1 | 0 | 0 | 0 | 19 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 16 | 8 | 10 | 12 | 8 | 0 | 0 | 0 | 54 | |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Course failure in ELA | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | |
| Course failure in Math | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 7 | 4 | 0 | 0 | 0 | 14 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 6 | 6 | 0 | 0 | 0 | 13 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 15 | 19 | 5 | 3 | 0 | 0 | 0 | 46 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 5 | 3 | 5 | 2 | 1 | 0 | 0 | 0 | 19 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 52 | 48 | 53 | 60 | 50 | 56 | 56 | | |
| ELA Learning Gains | | | | 64 | | | 52 | | |
| ELA Lowest 25th Percentile | | | | 45 | | | | | |
| Math Achievement* | 54 | 58 | 59 | 66 | 48 | 50 | 53 | | |
| Math Learning Gains | | | | 80 | | | 63 | | |
| Math Lowest 25th Percentile | | | | 60 | | | | | |
| Science Achievement* | 51 | 52 | 54 | 63 | 59 | 59 | 58 | | |
| Social Studies Achievement* | | | | | 63 | 64 | | | |
| Middle School Acceleration | | | | | 53 | 52 | | | |
| Graduation Rate | | | | | 46 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 71 | 54 | 59 | 47 | | | 42 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

| | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 290 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 485 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| SWD | 35 | Yes | 1 | |
| ELL | 33 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 34 | Yes | 1 | |
| HSP | 44 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 77 | | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| FRL | 47 | | | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| SWD | 47 | | | |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 54 | | | |
| HSP | 55 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 76 | | | |
| FRL | 54 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|------------------|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|---------------------|
| All Students | 52 | | | 54 | | | 51 | | | | | 71 |
| SWD | 21 | | | 21 | | | | | | | 3 | 64 |
| ELL | 21 | | | 21 | | | | | | | 4 | 71 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 32 | | | 53 | | | 18 | | | | 3 | |
| HSP | 32 | | | 32 | | | | | | | 4 | 69 |
| MUL | | | | | | | | | | | | |

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| PAC | | | | | | | | | | | | |
| WHT | 77 | | | 74 | | | 75 | | | | 4 | |
| FRL | 36 | | | 40 | | | 40 | | | | 5 | 74 |

2021-22 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 60 | 64 | 45 | 66 | 80 | 60 | 63 | | | | | 47 |
| SWD | 29 | 46 | | 42 | 69 | | | | | | | 47 |
| ELL | 46 | 61 | 42 | 35 | 61 | 55 | | | | | | 47 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 42 | 47 | | 50 | 76 | | | | | | | |
| HSP | 60 | 59 | 42 | 53 | 70 | 57 | 53 | | | | | 45 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 66 | 73 | | 82 | 86 | | 73 | | | | | |
| FRL | 44 | 58 | 44 | 49 | 80 | 71 | 39 | | | | | 43 |

2020-21 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 56 | 52 | | 53 | 63 | | 58 | | | | | 42 |
| SWD | 16 | | | 28 | | | | | | | | 33 |
| ELL | 29 | | | 27 | | | | | | | | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 46 | | | 42 | | | | | | | | |
| HSP | 34 | 55 | | 30 | 70 | | 30 | | | | | 46 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 76 | 55 | | 73 | 73 | | 83 | | | | | |
| FRL | 50 | 56 | | 45 | 65 | | 69 | | | | | 41 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 53% | 47% | 6% | 54% | -1% |
| 04 | 2023 - Spring | 43% | 50% | -7% | 58% | -15% |
| 03 | 2023 - Spring | 52% | 46% | 6% | 50% | 2% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 46% | 59% | -13% | 59% | -13% |
| 04 | 2023 - Spring | 63% | 58% | 5% | 61% | 2% |
| 05 | 2023 - Spring | 63% | 52% | 11% | 55% | 8% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 50% | 48% | 2% | 51% | -1% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance is fourth grade English Language Arts at 43%. This is a decrease from the prior year of -12%. The contributing factor to last year's low performance is the lack of student exposure and practice with the Florida BEST Standards. The two fourth grade teachers spent time learning how to implement the district reading curriculum, Benchmark Advance, while following the district curriculum guide with fidelity. In addition, one of West Riverside Elementary schools' fourth grade teacher was a first year teacher who taught both reading and math. The trends in 4th grade FAST PM assessments showed that students in the Dual Language program and the General Education program struggle to master the BEST ELA benchmarks.

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

The data component that showed a -16% decline from the year prior is third grade math. West Riverside Elementary had a budgeting/scheduling issue with third graders and second graders in the same class with the the same teacher at the same time. This served as a disadvantage academically to the students in the classroom. The students had to share instructional time between two grade levels.

Additionally, shifting from the Florida State Standards to the BEST Math standards caused a large learning curve with the teachers. The math teachers needed more development with understanding the math benchmark expectations, clarifications and test item specifications.

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

The data component that had the greatest gap when compared to the state average is fourth grade reading. West Riverside Elementary School's fourth grade reading proficiency was 43%. The state average was 64%; thus, there is a fourth grade reading proficiency gap of 21% between West Riverside Elementary and the fourth grade proficiency average of the state. Factors that contributed to this trend is lack of data analysis between Progress Monitoring one, two and three. In addition the lack of understanding of the level of rigor and expectations of the FL BEST standards in instructional delivery.

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

The data components for proficiency at West Riverside Elementary declined in all areas. This indicates a concern with the implementation of tier 1 instruction of the reading, math and science BEST Benchmarks. The shift to the new BEST Benchmark standards will require concentrated, purposeful professional development for West Riverside Elementary School teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are in Reading and Science.

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

1. Reading
2. Science
3. Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The implementation of Benchmark Aligned Instruction is a crucial need as an area of focus to ensure students receive quality instruction that is aligned to the Florida BEST Benchmarks. Research based, aligned, tier 1 instruction must be planned and implemented with data as a guiding force for continuous improvement at the school and classroom level in reading, writing, math and science.

In addition West Riverside's 2023 Reading Performance declined 10%; 2023 Math Performance declined 16%; West Riverside has a new teacher in 3rd Grade; and 3rd Grade is a separate school grade component 2023-2024.

Measurable Outcome:

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

If purposeful instructional planning and ongoing data analysis occurs during professional learning communities, then West Riverside Elementary School data will show a 10% improvement in proficiency in reading, math and science in each grade level.

Monitoring:

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

This area of focus will be monitored by the review of classroom lesson plans during classroom visits with administrators. The lesson plans will be monitored during common planning to determine the alignment of any planned instructional lesson. This area of focus will be monitored with data chats focused on both classroom and grade level data that will occur with the frequency of weekly, biweekly and quarterly with teachers.

Person responsible for monitoring outcome:

Talya Taylor (taylort4@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data chats using School Reform Initiative protocols will be used in common planning to determine instructional strategies and lesson sequencing.

Coaching during the implementation of planned lessons will be implemented to provide teachers with frequent feedback to improve the implementation of the lesson and the level of access to the instruction from the students.

Guided planning sessions with content area specialists and administrators will be an evidence based intervention to increase the level of knowledge and understanding of the FL BEST benchmarks in reading, math and science.

Divide the 2nd and 3rd Grade Combination Class-These grade levels are not being taught by the same teacher at the same class at the same time in 2023-2024. Adding two teachers will divide this combined class to provide students with focused instruction on the FL BEST Reading, Writing, and Math benchmarks; as well as focused instruction on Florida state Science Standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of evidence based intervention strategies of data analysis, coaching and guided planning is to increase the level of access students have to aligned tier 1 instruction.

Adding two teachers will divide the 2nd and 3rd grade combined class to provide students with focused instruction on the FL BEST Reading, Writing, and Math benchmarks; as well as focused instruction on Florida state Science Standards.

Ensuring the master schedule is more aligned to the instructional framework for the uninterrupted reading instructional time will provide students with more time engaged in Tier 1 instruction in reading, math, science and writing.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 common planning sessions focused on aligning lessons to the FL BEST benchmarks using the benchmark clarifications and achievement level descriptors.

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

By When: May 2024

Data chats with teachers using School Reform Initiative protocols during professional development sessions, pre-planning, quarterly planning days and weekly common planning sessions.

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

By When: May 2024

Data chats with teachers using School Reform Initiative protocols during professional development sessions, pre-planning, quarterly planning days and weekly common planning sessions.

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

By When: May 2024

Coaching by content area specialist during common planning sessions and during real time lesson implementation to provide teachers with feedback on tier 1 instruction to improve the alignment of instruction with the level rigor in the FL BEST Reading and Math Benchmarks and Science Standards. In addition the coaching will provide clarity to teachers on how to shift instructional delivery based on the academic needs of the students.

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

By When: May 2024

Coaching by content area specialist during common planning sessions and during real time lesson implementation to provide teachers with feedback on tier 1 instruction to improve the alignment of instruction with the level rigor in the FL BEST Reading and Math Benchmarks and Science Standards . In addition the coaching will provide clarity to teachers on how to shift instructional delivery based on the academic needs of the students.

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

By When: May 2024

Writing instruction using TopScore to implement evidence based writing practices in the classroom. West Riverside will also use WriteScore to progress monitor student writing achievement three times per year using the WriteScore writing assessment. The assessment data will be reviewed during quarterly data chats.

Person Responsible: [no one identified]

By When: May 2024

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional coaching/Professional Learning is an area of focus due to the decline in proficiency in all grade levels and subject areas. The transition from Florida State Standards to the FL BEST Benchmarks was an area of weakness in 3rd, 4th, and 5th grades. Learning gains and lowest quartile learning gains in reading and math will be addressed during the 2023-2024 school year.

Measurable Outcome:

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

If West Riverside Elementary School teachers are provided with ongoing instructional coaching/professional learning in reading, math and science, then student proficiency achievement data will increase by 10%. Learning gains and lowest performing quartile gains will increase by 20% in reading and math.

Monitoring:

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

Instructional coaching/professional learning will be monitored by evaluating teacher lesson plans.

Monitoring will continue by implementing focused classroom walkthroughs on the topic of recently attended professional learning sessions.

Individual Professional Development plans will be monitored quarterly by having meetings with the teachers with administration to determine progress towards meeting identified goals. In addition, monitoring of the completion of professional learning objectives will be discussed during quarterly IPDP meetings.

Student learning gains and lowest quartile gains will be monitored using PM 1 and PM 2 assessment data.

Person responsible for monitoring outcome:

Talya Taylor (taylort4@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaching and Professional Learning will increase the body of knowledge our school has with lesson delivery, and planning through ongoing feedback and knowledge/understanding of pedagogy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using Instructional Coaching/Professional Learning as an evidence-based intervention supports the instructional implementation gaps that we have at West Riverside Elementary with implementing aligned instruction with the FL BEST benchmarks in reading, math and science. Coaching/Professional learning will increase the level of competence teachers have with the content and thus improve confidence with instructional delivery.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a professional development calendar with professional learning focused on the FL BEST Benchmarks reporting categories in reading (Reading, Prose and Poetry, Reading Informational Text, and Reading Across Genres & Vocabulary), math (See test design summary), and science.

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

By When: May 2024

Provide opportunities for West Riverside Elementary School teacher experts to implement professional learning sessions with their peers on best practices in planning and instructional delivery in reading, math, and science.

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

By When: May 2024

Implement coaching cycles with district content specialists and teachers in reading, math and science.

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

By When: 2024

Teachers will visit each other's classrooms quarterly to learn from each other focused on tier 1 instructional delivery. There will be four cycles of classroom observations.

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

By When: May 2024

Administrators will confer with teachers quarterly regarding the professional learning goals and data identified in the Individual Professional Development Plan.

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

By When: May 2024

All reading teachers in K-5 will attend professional learning focused on the science of reading using UFLI. The teachers will have opportunities to have coaching with UFLI district specialists throughout the school year to improve the implementation of the reading program.

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

By When: May 2024

Professional learning on how to implement WriteScore, TopScore and JJ Science Speedbags will be provided to teachers.

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

By When: May 2024

Weekly lesson plan development with focus professional learning of the benchmark clarifications and content area specialist guidance and feedback on lesson plans.

Professional development on how to use exit tickets and mini assessments facilitated in Performance Matters for data transparency and easier analysis during weekly planning meetings; Training on how to use AKO and the Performance Matters platform ; Training on targeted small group instruction based on PM 1 and PM 2 Data; Biweekly data chats with teachers to address student performance data.

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

By When: May 2024

Professional development on how to implement reading, science and math pull out groups on non-resource days with paraprofessionals and resource teachers

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

By When: May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While data from the '22-'23 school year shows a noticeable decrease from the '21-'22 school year in absences of 6-10 days, absences in all other categories increased. When looking deeper, 54 students missed 1-5 days, 61 missed 6-10 days, 51 missed 11-14 days, 58 missed 15-19 days, and 56 missed 20+ days.

According to research, students missing 10% (18 days) or more of the school year are at a higher risk of lower reading proficiency and falling below grade level. Looking at '22-'23 attendance data shows that 77 of 282 students, or 27% of the school's population missed more than 18 days.

Therefore, making attendance tracking and incentivization a priority will help to increase student proficiency across all grade levels.

Measurable Outcome:

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

West Riverside Elementary School will work to decrease all attendance categories, with a focus on the 27% of students who missed 18+ days of school. WRES will work to decrease absences in this category from 27% to 20%.

Monitoring:

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

Monitoring of attendance will be done in the classroom through the teacher's use of FOCUS, and at the administrative level using FOCUS/SAS. Classroom teachers will be expected to contact any student's families after three days of consecutive absence and/or once the student has missed five days in a nine-week period. Students missing five or more days will be referred to AIT, where administration will contact families. District level support will be involved in more extreme cases.

Person responsible for monitoring outcome:

Talya Taylor (taylor4@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

An incentive-based program will be initiated upon the start of the school year. Weekly, monthly, quarterly, and yearly attendance tracking will occur. Students will be recognized for perfect attendance, as well as improved attendance. Classroom competitions, quarterly celebrations, hallway recognition, etc. will be used to recognize selected students. Information regarding attendance and the need for increased attendance will be distributed to parents via school communication.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to attendanceworks.org, incentivizing attendance can send a clear message about its importance within the school. The strategy mentioned above will not only incentivize perfect attendance, but also improved attendance. This will ensure students will always have an opportunity to achieve an incentive even if they have to miss school for a valid reason. Communication with parents will also allow for the community to understand attendance is a priority of the school and serve as a teachable moment on the benefits of improved attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Discuss attendance plan with faculty/staff to gain input on best plan of action and ensure faculty/staff buy in.

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

By When: May 2024

Track attendance on a weekly, monthly, and quarterly basis. Share attendance data with teachers via email, common planning, early release meetings, etc.

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

By When: May 2024

Implement incentives based on teacher response from step one. On a school wide level, create an attendance bulletin board in a centralized location to give a visual of attendance data. Use the bulletin board to shout out students and/or classes with perfect/improved attendance.

Person Responsible: [no one identified]

By When: May 2024

Plan for monthly/quarterly celebrations. Students with perfect/improved attendance might get to join in celebrations such as popsicle parties or lunch bunch on a monthly basis. Quarterly parties can be held for students achieving perfect/improved attendance throughout an entire quarter. These might include movie or dance parties.

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

By When: May 2024

In the event of continued absences, follow district protocols. Teachers must contact parents once a student has hit three consecutive days absent or five total days in a quarter. Students with five or more days absent in a quarter will be referred to AIT. Parents who do not meet the goals set during AIT meeting will be referred to district level staff for further intervention.

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

By When: May 2024

Reevaluate plan implementation/efficacy based on attendance data when needed.

Incentive Ideas

- Quarterly Awards
- Yearly Award
- Quarterly Attendance Parties
- Most Improved Attendance
- Movie Day party for hitting attendance goals
- Class competitions
- Weekly perfect attendance awards/recognition

- Attendance information in newsletters
- Attendance bulletin board
- Lunch with teacher or admin
- Homeroom trophy for attendance

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

By When: May 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice specifically relating to Science is identified as a crucial need from the data reviewed based on the following rationale:

WRES has a new 5th Grade Science Teacher in Dual Language; WRES had a 2023 Science Proficiency Decline of -12%; and 4th Grade 2023 Reading Scores declined 12% (Students are entering 5th grade with a lower level of reading proficiency).

Measurable Outcome:

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

WRES will increase Science proficiency by 10%.

Monitoring:

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

This area of focus will be monitored by implementing a system to progress monitor school science standard achievement data using performance matters, classroom walkthroughs, teacher and student data chats and parent conferences.

Person responsible for monitoring outcome:

Talya Taylor (taylor4@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based intervention include standards aligned instruction using JJ Speed Bag supplemental materials in science class. In addition, using the Duval County Master Schedule Guidelines is a systems change that is evidenced based due to the required amount of instructional time needed for classroom instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Systems Changes:

- Monitoring schedule of Tier 1 Curriculum Implementation with Administrative Walkthroughs
 - o Debrief of weekly walkthroughs during data meetings each Friday – determination of the next week's instructional focus
- 5th Grade Master Schedule changed to departmentalized model for 5th Grade Dual Language (2023-Teacher taught all the subjects in English and Spanish which was a hardship for the teacher and students)
- Textbook used as a supplement, not as core instruction
- WRES will complete all voluntary science benchmark assessments
- School wide attendance and student data incentives to promote ownership and attendance

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Weekly Lesson plan development paired with science standard professional learning
2. Professional Development and Coaching Cycle with Science Teacher each quarter
3. Data disaggregation of Science Progress Monitoring Assessments with teacher and content specialist
4. Weekly mini assessments focused on science standards administered in performance matters
5. Small group Instruction
6. Implementation of Science Labs
7. Study Island Usage

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

No grades in K-2 are an area of focus.

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

Based on the FAST PM 3 data from the 2022-2023 school year, our school has identified Reading/ELA as an area of focus at West Riverside Elementary. Our school's reading proficiency level results showed that only 47% of our 4th grade students showed proficiency in reading. In addition, our school did not

complete the writing pilot assessment for the 2022-2023 school year. Thus, our 4th grade Reading/ELA is an area of focus for the 2023-2024 school year. West Riverside's dual language program requires students to learn in both English and Spanish, therefore this adds to the need for 4th grade reading to be an area of focus.

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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

West Riverside's measurable outcome for 4th grade reading/ela data includes students improving reading proficiency achievement from 47% to 57%. In addition, West Riverside Elementary's learning gains for 4th grade students will be 64%. The measurable outcomes for the lowest performing quartile is established to be 67%.

Monitoring

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 impact student achievement outcomes.

Ongoing monitoring will occur weekly during professional learning community meetings with the fourth grade teachers and the school's administration. Data monitoring will be ongoing to review data from unit assessments, DIBELS, exit tickets, FAST PM 1 and FAST PM 2 data. The classroom teachers will actively participate in response to intervention meetings monthly to monitor student reading/ela academic performance. 4th grade student Progress Monitoring Plans will be developed for students at the beginning of the school year and monitored quarterly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Taylor, Talya, taylort4@duvalschools.org

Evidence-based Practices/Programs

Description:

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. §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?

Evidence programs that will be used to assist students with achieving reading/ela academic goals include:

Benchmark Advance Intervention Kits

UFLI Intervention for Grades 3rd - 5th

WriteScore to provide explicit instruction in writing and writing progress monitoring

Freckle ELA Blended Learning Program

Study Island Science Blended Learning Program

Small group instruction

Tutoring

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for choosing these evidence based programs is that the Freckle, WriteScore and Study Island Blended Learning programs are tailored to the individual reading/ELA needs for the students. The tasks and assignments on the programs are designed to close academic gaps that the students have in reading. The blended learning programs also provide teachers with real time data to use for small group instruction. UFLI reading intervention is selected to develop the reading skills of the English Language Learners in our school.

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 |
|---|--|
| All 3rd-5th grade teachers will attend UFLI 3rd-5th Reading Intervention Training | Pratt, Linda, prattl@duvalschools.org |
| 4th-5th Grade Teachers will be trained on the implementation of Write Score | Taylor, Talya, taylort4@duvalschools.org |
| Administration will monitor blended learning weekly | Taylor, Talya, taylort4@duvalschools.org |
| Students will receive targeted small group instruction 3 times per week | Taylor, Talya, taylort4@duvalschools.org |

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be available in the Title I Parent Resource room electronically and on paper copies. Stakeholders will also be able to access the SIP from the West Riverside Elementary School Website. At monthly School Advisory Council (SAC) meetings, SIP progress will be shared and disseminated to the West Riverside Elementary Stakeholders. The SIP and SIP updates on progress will be provided to parents in their home languages.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

West Riverside Elementary will use the Parent and Family Engagement Plan to offer parents with a variety of events to build positive relationships. These events include STEAM Night, Literacy Night, Data night and transition night. A complete copy of the Family Engagement Plan is publicly available on the West Riverside Elementary School website and in a paper copy in multiple languages may be found in the West Riverside Parent Engagement resource room.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to increase the tier 1 academic program in the school by providing teachers with content area coaching, ongoing quality professional learning. Additionally, West Riverside Elementary will focus on planning and implementing benchmark aligned lessons with rigorous tasks in reading, math

and science. Ongoing data analysis of student performance will drive the instructional planning of whole group and small group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

West Riverside implements tier 1, tier 2, and tier 3 behavioral strategies that are aligned to the school's Positive Behavior and Intervention Support plan. These interventions are deployed in classrooms after monthly PBIS training sessions. The school identifies students with problem behavior who may need intervening services by analyzing schoolwide discipline data, classroom observations and teacher recommendations.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers, paraprofessionals and other school personal have opportunities to participate in professional learning through the use of the Duval County Public Schools professional development trainings and courses that are provided both virtually and in person.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | | | | |
|--------|----------|---|---|-----------------|-----|--------------|
| 1 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | | | | \$139,280.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0121 - West Riverside Elementary School | Title, I Part A | | \$139,280.00 |
| | | | Notes: Due to the two grade levels being combined in one classroom with one teacher, the students need to be separated into two different grade level classes to ensure students receive high quality instruction on grade level standards. Due to the current reading proficiency of our school the second teacher is needed to provide high quality instruction for our students who are English Language Learners. | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning | | | | \$9,701.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0121 - West Riverside Elementary School | Title, I Part A | | \$9,701.00 |
| | | | Notes: Students need writing support and progress monitoring of writing to determine instructional writing gaps. Additionally, students need practice with completing writing tasks online to type the assignments so that they have ample exposure to the format of the state writing assessment. Students are struggling with the recalling of basic facts. According to our current science data, students need additional support in the area of science. | | | |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | | | | \$0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: Science | | | | \$0.00 |
| Total: | | | | | | \$148,981.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No