

Duval County Public Schools

Central Riverside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

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

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.

Central Riverside Elementary is a school of excellence with high academic standards provided in a safe, nurturing environment.

Provide the school's vision statement.

We provide an enriched and comprehensive education that meets the needs of all individuals. Our emphasis values education provided in a culture that promotes social-emotional development and critical thinking abilities, and encourages academic risk-taking.

School Leadership Team, 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
Stewart, Dinah	Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Bridges, Zachary	Assistant Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Vega, Miranda	Reading Coach	Identifies systematic patterns of student's needs while working with teachers to identify appropriate, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for teachers' implementation.
Hawthorne, Jeanette	School Counselor	Provide students with support academically, personal and social as needed. Provide assistance to students hands-on outside of the classroom. Counseling objectives comes from the Team Duval Counseling Objectives and American Counseling Association. Students are identified through early warning indicators and referrals. Student dealings with stress from school social pressure and/or family are given strategies and support to cope. Also, students directed how to plan short and long term goals with success.
Murphy, William	Math Coach	Identifies systematic patterns of student's needs while working with teachers to identify appropriate, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for teachers' implementation.

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 first step is to Identify areas in which stakeholders can support the academic needs of the school. Provide surveys for stakeholders to complete, and use the data to support next steps for moving Central Riverside to the next level. Stakeholders were very instrumental in developing the School Improvement Plan for Central Riverside. They were involved in the discussion, decision making process as well as the collaboration for implementing new initiatives for CRES that will benefit all students. Stakeholders ensured that the SIP addressed student achievement goals and strategies based upon accurate data analysis of student proficiency levels and other school performance data.

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 Leadership Team will meet frequently and regularly to analyze data, set common goals, collaborate on instructional planning, discuss the results of implementing lessons and reflect on success or challenges. The Leadership Team will focus and address the needs of all students using research based enrichment activities for Tier 1 students and research based interventions and strategies for Tier 2 and Tier 3 students to ensure all students make learning gains. Weekly focus will be on SWD to monitor progress and provide next steps to ensure success for all students.

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	85%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
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	22	15	21	20	15	0	0	0	93	
One or more suspensions	0	5	1	2	4	3	0	0	0	15	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	1	4	10	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	0	4	5	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	35	24	21	0	0	0	0	0	81	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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	16	8	13	4	8	0	0	0	49

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	3	1	1	1	0	0	0	0	6
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	16	12	5	12	0	0	0	61	
One or more suspensions	0	3	2	0	3	6	0	0	0	14	
Course failure in ELA	0	2	4	0	0	0	0	0	0	6	
Course failure in Math	0	1	2	2	2	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	2	5	12	0	0	0	19	
Level 1 on statewide Math assessment	0	0	0	2	8	10	0	0	0	20	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	27	13	0	0	0	0	0	49	

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	0	7	23	10	2	9	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	16	12	5	12	0	0	0	61	
One or more suspensions	0	3	2	0	3	6	0	0	0	14	
Course failure in ELA	0	2	4	0	0	0	0	0	0	6	
Course failure in Math	0	1	2	2	2	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	2	5	12	0	0	0	19	
Level 1 on statewide Math assessment	0	0	0	2	8	10	0	0	0	20	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	27	13	0	0	0	0	0	49	

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	0	7	23	10	2	9	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	4	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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*	63	48	53	56	50	56	61		
ELA Learning Gains				48			72		
ELA Lowest 25th Percentile				32			36		
Math Achievement*	74	58	59	71	48	50	61		
Math Learning Gains				69			59		
Math Lowest 25th Percentile				44			27		
Science Achievement*	62	52	54	64	59	59	61		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

** 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)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	100
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	66			
ELL				
AMI				
ASN				
BLK	67			
HSP	40	Yes	1	
MUL	70			
PAC				
WHT	79			
FRL	61			

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	37	Yes	3	
ELL				
AMI				
ASN				
BLK	49			
HSP	70			
MUL	82			
PAC				
WHT	61			
FRL	48			

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	63			74			62					
SWD	53			78							2	
ELL												
AMI												
ASN												
BLK	61			73			54				4	
HSP	40			40							2	
MUL	60			80							2	
PAC												
WHT	76			81							2	
FRL	57			64			48				4	

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	56	48	32	71	69	44	64					
SWD	35	29	27	50	47	40	30					
ELL												
AMI												
ASN												
BLK	49	42	24	64	64	48	50					
HSP				70								
MUL	73	77		87	85		90					
PAC												
WHT	68	27		86	64							
FRL	45	44	29	59	64	45	53					

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	61	72	36	61	59	27	61					
SWD	29			28								
ELL												
AMI												
ASN												
BLK	56	65	36	52	49	27	51					
HSP												
MUL	92			100								
PAC												
WHT	75			88								
FRL	55	63		53	46		50					

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	59%	47%	12%	54%	5%
04	2023 - Spring	56%	50%	6%	58%	-2%
03	2023 - Spring	76%	46%	30%	50%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	80%	59%	21%	59%	21%
04	2023 - Spring	79%	58%	21%	61%	18%
05	2023 - Spring	73%	52%	21%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	48%	15%	51%	12%

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.

After reviewing the data, students making proficiency in 4th grade had the greatest need for improvement. Fourth grade showed 56% proficiency on the state PM3 assessment, 5th grade had 59% proficiency and 3rd grade had 76% proficiency in Reading. However, 4th grade 56% resulted in a 12% gain from the FSA Assessment in proficiency. This performance impacted the overall percentage of proficiency in Reading/ELA on the state assessment. There was a gain of 12% in overall Reading Proficiency on PM3 from FSA Assessment. However, with the gains in Reading there is still a need for focus with only 56% proficiency in 4th grade and 59% in 5th grade. The goal is to have at least 65% proficiency across all tested grade levels.

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

Based on the data, 5th grade ELA had the greatest decline of 2% from 61% to 59% proficiency. One of the contributing factors is the support provided to Bubble students. Based on the PM data the need for support was in 3rd and 4th grades, therefore, additional support was provided to increase students' performance by pulling small groups during non-instructional time. A deeper analyzing of 5th grade students assessment data, district and teacher made data, to identify students in need of support and

provide the additional support needed to ensure proficiency. Providing additional resources and analyzing tasks and assessments for alignment of the benchmark.

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.

According to the data 3rd grade ELA had the greatest gap as compared to the state and district average. Students in 3rd grade had 76% proficiency compared to the state 50% proficiency and district 46% proficiency. One of the contributing factors is the implementation of standard based instruction. Central Riverside focused on student tasks, assessments, resources and small group instruction in ELA to make certain they are aligned to the standard and are appropriate to each grade level. The leadership team created calendars to ensure classroom visits occur weekly. Classroom visits were aligned with school-wide professional development and/or instructional focus. Collaborative planning opportunities were provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources. The leadership team conducted weekly walkthroughs to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. The leadership team provided feedback and next steps when needed. Weekly Common Planning focusing on Benchmark Advance the new curriculum to address ELA. . Title 1 funds were used to ensure teachers and students are provided with needed support by means of additional paraprofessionals, coaches, resources and supplies to ensure students' success.

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

Based on the data 3rd Grade ELA showed the most improvement. Students in 3rd grade had 76% proficiency showing a 21% growth from the previous year. We provided additional support with small group instruction on a consistent basis with progress monitoring throughout to ensure resources and support were effective. Another contributing factor in this gain was adding a TEAM Up program where the 3rd grade teacher was able to provide after school tutoring and support to students strategically selected to receive the support. Another contributing factors to this gain was for the fourth and fifth-grade student population. This tutor worked with students with fidelity throughout the day. During small group instruction, he would provide tier-three instruction. This instruction met the needs of SWD students. He also worked one on one with students and provided extensive remediation to those who required it. Another contributing factor was the general education teachers. These teachers analyzed the data to provide flexible differentiated instruction. This instruction targeted the needs of the students based on how they performed with the grade-level standards and assessments. Remediation was provided to the SWD students as it was needed. General education teachers collaborated with each other across grade levels and with the Math Coach and ESE teacher to develop necessary remediation materials and instructional lesson plans to meet the needs of the SWD students.

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

One potential area of concern was attendance. Absenteeism was a major contributing factor in the lack of proficiency level of students. The attendance level of some students of the year prior to state assessment was below 90 percent which negatively affected their learning proficiency. The number of students with high absenteeism scored significantly lower than grade level proficiency on statewide assessments. Average scores of students that were absent were a Level I. Another contributing factor or potential area of concern was that students are already two grade levels below proficiency when entering the general education classroom. This is evident in their performance on statewide assessments,

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

The highest priorities for Central Riverside for 2023-2024 school year are Reading LPQ Gains, Reading Gains, Math LPQ Gains, Reading Proficiency and Math Gains.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**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.

Based on the data, our goal will focus on building a stronger supportive environment and effective leadership. The data indicates a need for improvement in our school climate and culture and effective leadership in the area of providing development for teachers.

Measurable Outcome:

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

Central Riverside rated 41% within the Effective Leadership domain on the 5 Essentials, with the area of focus being professional development of teachers. Our goal is to increase the Effective Leadership percentage by 10% from 41% to 51%.

Monitoring:

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

The Leadership team will meet weekly to discuss professional development and next steps to ensure teachers are receiving the necessary training to increase their professional skill set. Provide survey to receive feedback from teachers after each professional development session and review the data, set common goals, and collaborate on next steps. The Leadership Team will focus and address the needs of all teachers utilizing district specialists when needed to enhance professional development opportunities.

Person responsible for monitoring outcome:

Zachary Bridges (bridgesz@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.)

Strategies to increase Effective Leadership percentage are as follows;

- o Peer learning that provides feedback, insight, suggestions and support
- o Differentiate professional development opportunities with continual assessments
- o Provide opportunities for new challenges
- o Continue to have a collaborative and committed working environment
- o Provide opportunities for teachers to develop their own leadership goals and guide them in achieving their individual goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional development is more effective when it is differentiated by gauging teachers' readiness, utilizing their interests, involving them in the process, and providing continual assessment opportunities. Providing professional development energizes teachers to improve their classroom instruction. Tapping into the expertise in the building for professional development opens up new challenges, and builds a stronger school culture and climate. This will provide opportunities for others to experience leadership roles and create a collaborative and committed working environment. The triad model of peer coaching takes advantage of a powerful professional learning resource available to teachers and their colleagues.

Encouraging teachers to develop their own goals and provide time for teachers to discuss and reflect on how they can incorporate the professional development opportunities to reach their individual goals. Professional development will allow teachers to have opportunities for feedback, set goals, provide continuous support, and assess progress toward the goals they've set.

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.

Each new teacher is paired with a mentor at the beginning of the school year. This helps teachers to be fully aware of school policies, procedures and rules within the school. Supporting new teachers in this way can help promote a consistent atmosphere across the school (This support will be ongoing throughout the school year).

2. Surveying teachers on their individual needs and being aware of what teachers think and feel. Using the information from the surveys to provide teachers with the support needed to ensure success.
3. Set up systems to acquire feedback, hear out concerns, and get suggestions for improvement to increase school culture and climate and professional development.
4. Provide opportunities for teachers to collaborate weekly with colleagues to address areas of focus they may have or assist colleagues with next steps.
5. Provide opportunities for teachers to meet with administration monthly to discuss concerns or provide feedback on improving the culture and climate.
6. Set aside time quarterly to analyze the school culture and climate. Keep abreast the specific factors that indicate a positive school culture and continue to reinforce those aspects. Also, be aware of any negative factors and take decisive action to remove those.

Person Responsible: Dinah Stewart (stewartd1@duvalschools.org)

By When: Ongoing, throughout the school year.

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

Based on data, Central Riverside's focus will be the SWD and LPQ students in Reading and Math and proficiency in Science. Our goal is to be strategic and intentional in instruction to address the need of each Individual student and subgroup to make certain all students are making one year's growth.

Measurable Outcome:

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

The percentage of Students With Disabilities will increase in ELA gains on the State Assessment. Students identified as Lowest Performing Quartile will increase in proficiency and gains in ELA and Math on the State Assessment.

The overall percentage of proficiency in Science will increase on the Standardized State Assessment. Sustain/Maintain the percentage in proficiency and gains in Math on the State Assessment.

Monitoring:

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

The Leadership team will meet weekly to discuss the effectiveness of remediation and enrichment. Making the necessary changes if needed to ensure all students, especially SWD students are receiving the support needed to be successful in ELA. Providing next steps and accurate feedback to teachers weekly to enhance instruction.

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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

Questioning to Check for Understanding; teachers will check for understanding during whole group instruction and small group instruction before moving to the next skill or concept.

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

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

Using Data to guide instruction; teachers and students simultaneously collect and analyze learning information to determine where students are and where they need to improve

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring that instruction is aligned to learning standards and having systems in place where instruction is implemented with fidelity and monitored will ensure all students are prepared for success. Providing feedback and next steps to students needing support will increase the percentage of students

understanding of the concept and skills being taught before moving forward. Formative Assessments and Questioning to check for understanding will provide teachers and students with the opportunity to evaluate their level of understanding of the concept or skill and determine next steps for each individual student. Using Data to guide instruction will assist teachers in determining where students are and where they need to improve as well as determine the type of support each student needs to make the necessary growth needed for one year's growth.

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. Administration will tier teachers to ensure academic support is provided with a reading coach. Reading Coach will provide tiered- support for K-5 ELA teachers through Coaching Cycle. Reading Coach will meet with teachers to conduct on-going Focus meetings to create remediation/focus calendars for grades 3-5. Reading Coach and VE teachers will pull SWD students in grades 3-5 for targeted skill remediation. Reading Coach and administration will meet/plan weekly with teachers to monitor the progress of targeted students Reading Coach will meet weekly with teachers to support instruction and collaborate in creating lessons to use during small group instruction.
2. Collaborative Planning opportunities will be provided for faculty.
3. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science.
4. Conduct weekly walk throughs with Reading and Math Coaches to monitor implementation of research based resources with fidelity. Provide feedback and next steps when needed to positively impact instruction to increase students' growth.
5. Administration will develop systems to implement during common planning for the purpose of working collaboratively with teachers and coaches to monitor teacher/student data chats with all students. Celebrate students making gains towards annual learning targets..

Person Responsible: Dinah Stewart (stewartd1@duvalschools.org)

By When: Ongoing, throughout the school year.

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).

Identify the problem, develop a vision, create a step by step implementation plan, implement the plan and review the effectiveness of the plan. Central Riverside SWD students are scoring below 41% proficiency in ELA is the identified problem, therefore, the focus is to allocate funds to ensure adequate support and resources are provided to address the need. Providing opportunity for afterschool tutoring to support SWD learners and give more personalized instruction will increase students performance in ELA. Central Riverside will monitor the effectiveness of the program by checking weekly to see if the scores of the SWD students taking part in the afterschool program improved?

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.

It is the goal of Central Riverside to engage all stakeholders throughout the dissemination process of the SIP. Central Riverside will communicate with stakeholders regularly, solicit their feedback, invite their participation, address their questions or concerns, and acknowledge their contributions. Through SAC and PTA meetings we will build relationships and trust with stakeholders, and establish the school as a credible and reliable source of information for stakeholders. The SIP plan will be readily available in several languages throughout the school for all stakeholders to view.

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))

The school will host a variety of activities at various times of the day. It is important to ensure that all parents, families, and stakeholders are afforded the opportunity to attend events at the school. The school will provide the parents, families and stakeholders with information to assist their child at home to increase their academic performance. The school will provide training for parents, families and stakeholders on research-based resources used during the school day. For example, PM Night, Literacy Night, at these events there will be opportunities to gather information and work collaboratively with their child on the standards they are expected to master for the school year.

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)

It is Central Riverside's goal each year to work towards improving students' academic performance and strengthen the academic program at the school level. This can be accomplished by improving communication between teachers and students, building effective relationship with parents, providing professional development for teachers to help focus on improving their teaching methods, and being transparent with students and parents about students' performance, struggles and successes.

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))

At Central Riverside the school counselors recognize and respond to the need for mental health services that promotes social/emotional wellness and development for all students. The school counselor advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, career and social/emotional development, short term counseling interventions and referrals to additional resources for long term support.

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))

NA

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).

Central Riverside rely heavily on the MTSS process (Multi-Tiered System of Support) to help with identifying students' academic, behavioral and social-emotional strengths and challenges and provide differentiated support for students based on their individual needs. The process also consist of developing next steps to ensure all students receive the support needed to be successful.

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))

Central Riverside will provide a wide variety of specialized training by school-based coaches and district specialists intended to support teachers, paraprofessionals and other educators within the school to improve their professional knowledge, competence, skill, and effectiveness which will lend itself to the ultimate goal of all professional development, student success. The professional training will be specific, engaging, ongoing, relevant, and differentiated to support the needs of the individual teacher and/or paraprofessional. The training will be made available through lunch and learn, book studies, PD before or after school, peer coaching/mentoring and school and district coaches. Motivating and valuing the needs of each teacher is essential in retaining them as educator in your school. This can be done by ensuring the professional development is personalized learning for each individual teacher. Providing teachers with professional development that focuses on their individual needs deepen their understanding of their subject knowledge and challenges them to reach their individual goal.

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))

Prior to the first day of school, parents of kindergarten students are invited to a School Orientation where they have the opportunity to meet and greet the teacher as well as receive a brief introduction to what the school year will entail. On the first day of school parents are encouraged to walk their kindergarten student to class and the parents are greeted with a breakfast in the media center hosted by the school's

leadership team. On the fourth day of school we host what is called Kindergarten Independence Day. Parents are encouraged to allow their student to walk to their designated area alone or with the assistance of school staff and safety patrols. Our goal is to encourage students entering Kindergarten for the first time to adhere to school wide rituals and routines that help them to develop and balance autonomy with positive peer relationships.

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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

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

Yes