

Duval County Public Schools

Central Riverside Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

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

Demographics

Principal: Dianah Stewart

Start Date for this Principal: 6/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (60%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

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

Central Riverside Elementary School

2555 GILMORE ST, Jacksonville, FL 32204

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Stewart, Dinah	Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Campbell, Monifa	Assistant Principal	Provides a common vision for the use of data based decision making. To provide strategic direction in the school systems. Evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
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.
Flynn, Cheryl	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.

Demographic Information

Principal start date

Tuesday 6/21/2022, Dianah Stewart

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

361

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

2

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

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	56	61	63	55	57	57	0	0	0	0	0	0	0	349
Attendance below 90 percent	0	16	16	12	5	12	0	0	0	0	0	0	0	61
One or more suspensions	0	3	2	0	3	6	0	0	0	0	0	0	0	14
Course failure in ELA	0	2	4	0	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	1	2	2	2	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	12	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	9	27	13	0	0	0	0	0	0	0	0	0	49

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	23	10	2	9	0	0	0	0	0	0	0	51

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

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

Date this data was collected or last updated

Tuesday 6/21/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 0 0 0 0 0 0 0 0 0 0 0 0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	50%	56%				52%	50%	57%
ELA Learning Gains	48%						57%	56%	58%
ELA Lowest 25th Percentile	32%						32%	50%	53%
Math Achievement	71%	48%	50%				72%	62%	63%
Math Learning Gains	69%						75%	63%	62%
Math Lowest 25th Percentile	44%						72%	52%	51%
Science Achievement	64%	59%	59%				63%	48%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	51%	-17%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	50%	5%	56%	-1%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	61%	-4%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	64%	18%
Cohort Comparison		-57%				
05	2022					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	49%	12%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35	29	27	50	47	40	30				
BLK	49	42	24	64	64	48	50				
HSP				70							
MUL	73	77		87	85		90				
WHT	68	27		86	64						
FRL	45	44	29	59	64	45	53				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29			28							
BLK	56	65	36	52	49	27	51				
MUL	92			100							
WHT	75			88							
FRL	55	63		53	46		50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	29	19	32	67	65					
BLK	44	54	38	69	73	67	56				
MUL	64			64							
WHT	85	76		88	90						
FRL	35	42	27	59	67	68	55				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

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

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

Students making proficiency in 4th grade had the greatest need for improvement. Fourth grade showed 44% proficiency on the state assessment. This resulted in a 14% loss in proficiency for 4th grade which impacted the overall percentage of proficiency in Reading/ELA on the state assessment. The loss in overall proficiency in Reading /ELA was 61% to 56%. This resulted in 5% loss.

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

One of the contributing factors for our need for improvement is focus on standard based instruction. Based on the data, Central Riverside will focus on student tasks, assessments, resources and small group instruction in ELA to make certain they are aligned to the standard and are appropriate to each grade level. The leadership team will create calendars to ensure classroom visits occur weekly. Classroom visits will align with school-wide professional development and/or instructional focus. Collaborative planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources. The leadership team will conduct weekly walkthroughs to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. The leadership team will provide feedback and next steps when needed. The leadership team will also facilitate weekly Common Planning focusing on Benchmark Advance and Math Reveal the two new curriculum to address ELA and Math. Title 1 funds will be used to ensure teachers and students are provided with needed support by means of additional paraprofessionals, resources and supplies to ensure students' success.

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

Lowest Performing Quartile had the greatest improvement in math. Central Riverside Elementary School's lowest-performing quartile in math moved from 27% to 44%. This resulted in a gain of 17%.

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

One of the contributing factors to this gain was the employment of a math tutor for the fourth and fifth-grade student population. This tutor worked with students with fidelity throughout the day. During small group instruction, the tutor would provide tier-three instruction. This instruction met the needs of LPQ students. She also worked one on one with students and provided extensive remediation to those who required it. Another contributing factor was the work of the general education teachers. These teachers analyzed the data to provide flexible differentiated instruction. This instruction targeted the needs of the students based on how they performed with the grade-level standards and assessments. Data driven remediation was provided to the LPQ students as it was needed. Through data analysis, weekly PLCs, and grade-level planning, general education teachers collaborated with each other across grade levels,

the instructional coach, and ESE teachers to develop necessary remediation materials to meet the needs of the SWD students

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

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

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

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

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

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

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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

Based on data, Central Riverside's focus will be the percentage of Proficiency for students in Reading. The majority of students in Reading and students not showing gains increased significantly. Our goal is to be strategic and intentional in instruction to address the need of each Individual student and subgroup to make certain all students are making one year's growth. Also based on the data Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and grade level appropriate. After reviewing the data for ELA in 4th and 5th grade it is evident that instruction and assessments needs to be more closely aligned to the standards.

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

All staff will engage in targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction. Teachers and Interventionists will engage in deep analyzing of the standards and develop tasks and assessments at or above grade level which will increase the rigor of instruction as well as improve the percentage of overall student growth.
 This planning will have a positive impact on the percentage of Students With Disabilities in ELA proficiency on the State Assessment.

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

1. Leadership team will create calendars to ensure classroom visits occur weekly. Visits will align with school-wide professional development and/or instructional focus.
2. Collaborative Planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources.
3. Conduct weekly walk throughs to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. Provide feedback and next steps when needed.
4. Facilitate weekly Common Planning utilizing the Learning Scales in all core subject areas with all grade levels. Professional Development will reinforce the Learning Scales and analyzing students tasks and assessment for rigor.
5. Using Title 1 funds for Interventionists to support with small group instruction and push in tier 2 support. These funds will also support with additional research-based resources/ materials to enhance instruction.
6. Administration will tier teachers to ensure academic support is provided with a Reading Interventionist. Reading Interventionist will provide tiered- support for K-5 ELA teachers. Administration will meet with teachers to conduct on-going Focus meetings to create remediation/focus calendars for grades 3-5. Reading Interventionist and VE teachers will pull students for targeted skill remediation. Administration will meet/plan weekly with teachers to monitor the progress of targeted students Administration will meet weekly with teachers to support instruction and collaborate in creating lessons to use during small group instruction.
7. Collaborative Planning opportunities will be provided for faculty.

- 8. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science.
- 9. Conduct weekly walk throughs with AP to monitor implementation of research based resources with fidelity. Provide feedback and next steps when needed to positively impact instruction to increase students growth.
- 10. Administration will continue utilizing common planning for the purpose of working collaboratively with teachers and coaches to monitor teacher/student data chats with all students. Celebrate students making gains towards annual learning targets..

Person responsible for monitoring outcome:

Dinah Stewart (stewartd1@duvalschools.org)

The Leadership team will provide opportunities for teachers to do a deep analysis of the standards of the Benchmark Advance and Reveal. This planning will assist teachers in designing grade level appropriate lessons and assessments that are aligned to the standard .

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

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

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

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

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

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

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

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

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

Rationale for Evidence-based Strategy: Explain the rationale for selecting

Assisting teachers in analyzing standards and plan instruction using Benchmark Advance and Reveal will ensure instruction is rigorous and students' tasks and assessments are aligned to the standard. The SWT allow the Leadership Team an opportunity to observe classrooms with the same mind-set. Focusing on standards and the language of the standard to make certain rigorous, grade level tasks and assessments are integrated in instruction. Ensuring that instruction is aligned to learning standards and having systems in place where instruction is implemented with fidelity and monitored will ensure all students

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

Action Steps to Implement

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. Leadership team will create calendars to ensure classroom visits occur weekly. Visits will align with school-wide professional development and/or instructional focus.
2. Collaborative Planning opportunities will be provided for all teachers with a focus on standard aligned instruction, tasks, assessments and resources.
3. Conduct weekly walk throughs to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity. Provide feedback and next steps when needed.
4. Facilitate weekly Common Planning utilizing the Learning Scales in all core subject areas with all grade levels. Professional Development will reinforce the Learning Scales and analyzing students tasks and assessment for rigor.
5. Using Title 1 funds for Interventionists to support with small group instruction and push in tier 2 support. These funds will also support with additional research-based resources/materials to enhance instruction.
6. Administration will tier teachers to ensure academic support is provided with a reading interventionist. Reading Interventionist will provide tiered- support for K-5 ELA teachers. Administration will meet with teachers to conduct on-going Focus meetings to create remediation/focus calendars for grades 3-5. Reading Interventionist and VE teachers will pull students for targeted skill remediation. Administration will meet/plan weekly with teachers to monitor the progress of targeted students Administration will meet weekly with teachers to support instruction and collaborate in creating lessons to use during small group instruction.
7. Collaborative Planning opportunities will be provided for faculty.
8. Student will participate in EDGE and SWAG programs for extra enrichment to support learning in reading, math, and science.
9. Conduct weekly walk throughs with AP to monitor implementation of research based resources with fidelity. Provide feedback and next steps when needed to positively impact instruction to increase students growth.
10. Administration will continue utilizing 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)

No description entered

Person Responsible [no one identified]

RAISE

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

Area of Focus Description and Rationale

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

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

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

After reviewing the data for ELA, the students in kindergarten had 62% proficiency, 1st grade had 34% proficiency and 2nd grade had 34% proficiency at the end of the school year. Based on this data, Central Riverside's focus will be the percentage of Proficiency for students in Reading. The majority of students in Reading and students not showing gains increased significantly. Our goal is to be strategic and intentional in instruction to address the need of each Individual student and subgroup to make certain all students are making one year's growth. Also based on the data Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and grade level appropriate.

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

Based on data, Central Riverside's focus will be the percentage of Proficiency for students in Reading. The majority of students in Reading and students not showing gains increased significantly. Our goal is to be strategic and intentional in instruction to address the need of each Individual student and subgroup to make certain all students are making one year's growth. Also based on the data Central Riverside will focus on student tasks, assessments, resources and instruction to make certain they are aligned to the standard and grade level appropriate. After reviewing the data for ELA in 4th had 44% proficiency and 5th grade had 61% proficiency. It is evident that instruction and assessments need to be more closely aligned to the standards.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

All staff will engage in weekly targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction. Teachers will engage in deep analyzing of the standards and develop tasks and assessments at or above grade level which will increase the rigor of instruction as well as improve the percentage of overall student growth.

Grades 3-5: Measureable Outcome(s)

All staff will engage in weekly targeted standards-based planning procedures that focuses on task alignment, grade level assessments (formal and informal) and instruction. Teachers will engage in deep analyzing of the standards and develop tasks and assessments at or above grade level which will increase the rigor of instruction as well as improve the percentage of overall student growth.

Monitoring:

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

1. Leadership team will create calendars to ensure classroom visits occur weekly.
2. Collaborative Planning opportunities will be provided for all teachers.
3. Conduct weekly walk throughs to monitor the effectiveness of students tasks, assessments and the implementation of research-based resources with fidelity.
4. Facilitate weekly Common Planning utilizing the Learning Scales.
5. Reading and Math Interventionist will pull students for targeted skill remediation.
6. Conduct weekly walk throughs to monitor implementation of research based resources with fidelity. Provide feedback and next steps when needed to impact instruction for increase students growth.
7. Continue utilizing common planning for the purpose of working collaboratively with teachers. Celebrate students making gains towards annual learning targets..
8. All collaborative planning, professional development, walkthroughs, focus meetings, etc., will be ongoing throughout the year to make certain students are progressing and making the necessary gains to show one year's growth on the state assessment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Stewart, Dinah, stewartd1@duvalschools.org

Evidence-based Practices/Programs:

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

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

The evidence based program used at Central Riverside is Benchmark Advance curriculum. This curriculum is being implemented in grades Kindergarten through fifth grade. It is a literacy balanced program that utilizes the three-cueing system. This system is a strategy that allows for students to find meaning drawn from context, syntax and visual information The Benchmark Advance program is an evidence-based program that is aligned with the B.E.S.T ELA Standards in the state of Florida. The Benchmark Advance curriculum provides on-going professional development to administrators, teachers and staff.

Rationale for Evidence-based Practices/Programs:

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

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

Assisting teachers in analyzing standards and plan instruction using Benchmark Advance will ensure instruction is rigorous and students' tasks and assessments are aligned to the standard. Implementing Benchmark Advance and all of its components will address each and every student need for learning. Continue to use the SWT to observe classrooms. Focusing on standards and the language of the standard to make certain rigorous, grade level tasks and assessments are integrated in instruction. Providing feedback and next steps will increase the percentage of students understanding of the concept and skills being taught. Formative Assessments to check for understanding will provide teachers and students with the opportunity to evaluate their level of understanding of the concept or skill. Using Data to guide instruction will assist teachers in determining where students are and where they need to improve to make the necessary growth needed to show one year's growth.

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
The leadership team will conduct the SWT to observe classrooms.	
The literacy leadership will provide ongoing support during biweekly Common Planning.	
Literacy leadership and teachers will engage in targeted standards-based planning procedures that focuses on task alignment, grade level assessments and instruction.	
Teacher will use Benchmark Advance to conduct weekly progress monitoring to identify learning gaps/remediation for students in need of support.	
The district specialist will provide professional development on the implementation of Benchmark Advance to make certain teachers have a clear understand of the alignment of the curriculum to B.E.S.T standards.	Stewart, Dinah, stewartd1@duvalschools.org
The Literacy Leadership will provide opportunities for teachers to do a deep analysis of the standards of the Benchmark Advance. This planning will assist teachers in designing grade level appropriate lessons and assessments that are aligned to the standard .	
Common Planning times for teachers to collaborate at least once weekly/monthly.	

Positive Culture & Environment

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

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

The first step is to identify areas in which the community can support the academic needs of the school. The school will provide surveys for community members and other stakeholders to complete and use the data to enhance the school/ community relationship. The school will include volunteers in the school's annual appreciation events such as "Good Neighbor Day", which is a day to celebrate business partners and community members for their support. Central Riverside will provide programs and activities to strengthen the climate of the school and surrounding community. The very expectations of a school-community relationship can have a positive impact on the broad involvement of community-based organizations, businesses, arts, faith-based institutions, and families.

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

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

instrumental in fostering a healthy school culture for all. All positive school culture requires the support of the Principal, Faculty, Staff, community members, parents and students.

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

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

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

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

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

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

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