

## Preliminary Report, Highlights: West Riverside, Duval

High Free and Reduced Lunch 72%

*The school has history, a tradition of care, and a drive toward excellence that is reflected in the achievement of all students and the school's presence in the community.*

**BE CONSISTENT:** Built in 1912, it is one of the oldest schools in the state. Today, they are busy creating and sustaining new traditions. Late in the day, the bustling school comes to a halt for “drop everything and read time.” Engaged, focused students pursue the chief focus: Reading. Standards and consistency are “action verbs” that center this school. They credit a universally adopted reading program “America’s Choice” that is District-adopted. It received high marks because it focuses on performance standards. Components of the program include: professional development, model classrooms, literacy coach, portfolios, theme-based assessment for units, monthly reading goals and running reading records. Consistency is further entrenched from data use that influences curriculum design.

**Results:** 64% of Grade 4 students scored a Level 3 or above on the FCAT Reading Test

### Practices that Promote High Performance:

- Focusing on what is counted (FCAT): practice and extra help for struggling students and their parents
- Allocating the majority of budget and personnel resources towards the instructional Reading focus
- Committing a half day, every other week for in-service for the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers

**ESTABLISH A CHAIN:** All agreed that the School District’s superintendent models and inspires leadership through the principals to the teachers. The school family mentioned “Fryer’s Flyers”, “Jacksonville Reads” and “High Five.” These are all programs and activities that the Superintendent has initiated and infused in schools to support the District’s Reading focus. Rather than a trickle-down effect, the schools are on board as equal partners. All staff members are expected to be leaders in their areas. The students are also part of this leadership chain. They are taught to self-assess and analyze their own role against high performance standards. This commonality in aim establishes a culture that supports participation of all stakeholders in the academic achievement of the students.

**Results:** School Grades: 2000: C; 2001: C; 2002: B.

### Practices that Promote High Performance:

- Encouraging all parents, partners, teachers, staff and community to read the same books as the students
- Committing to a larger vision/plan and contributing your individual leadership and unique skills towards that effort
- Offering support programs: Scholastic Reading Inventory, Reader’s/Writer’s Workshop, FCAT Prep

**PRESENT AND ACCOUNTED FOR:** A legacy of the former principal, the school has strong ties to the business community and the community-at-large. The school personnel want to be a strong presence in their community. The school enjoys a strong partnership with local businesses, and a commitment to Community in Schools (CIS). The school has partnerships with local houses of worship. The results are: tutoring programs, a Saturday School program, basketball and drama activities, and community outreach that bond students with the community. The school also has the Partnership to Advance School Success (PASS) model, which provides a topnotch CEO to mentor the Principal, with an education coach, to infuse sound business practices into school operations.

**Results:** 83% of Grade 5 students scored a Level 3 or above on the FCAT Math Test

### Practices that Promote High Performance:

- Demonstrating and reflecting (staff speaks a total of 15 languages) cultural and ethnic diversity
- Posting student work in the hallways with an explanation of how that work meets and exceeds standards
- Sending daily communications home to parents and encouraging frequent parent-teacher conferences