

West Riviera Elementary School



2015-16 School Improvement Plan

West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

www.edline.net/pages/west_riviera_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	99%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

Provide the school's vision statement

The vision of West Riviera Elementary is to create a nurturing, academically stimulating environment where both children and adults can reach their full potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

We will embed cultural activities within daily coursework e.g. reading selections and writing prompts; we will provide professional development to staff on increasing positive interactions with students; teachers will attend professional development on multicultural offerings; we will encourage effective strategies on Marzano's Design question #8- Establishing and maintaining effective relationships with students; faculty members will use CHAMPS methods to set and keep a positive tone between students and teachers.

Teachers will infuse read-aloud texts that address the History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans. We will ensure that students appreciate each others culture through various group discussions and projects. Also, we will have an annual Multicultural Family Night.

We will infuse Single School Culture, High Expectations Assemblies every trimester for all grade levels. We will include Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09. At the High Expectation Assemblies we address the three parts of Single School Culture, Academics, Behavior, and Climate. CHAMPS approach is displayed throughout the school and teachers refer to CHAMP expectations throughout the school day.

Administration, Leadership Team and teachers all have a common purpose and approach to discipline which defines West Riviera's positive expectations for all students and staff. We have defined procedures for teaching expected behaviors and we ensure that relationship building is a clear priority.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We will involve teachers, non instructional including office staff, bus drivers, cafeteria personnel in the process of modeling and teaching high expectations in academic and non academic settings and

giving them instruction for reporting violations to appropriate supervisors in order to create a positive, respected, safe and supportive school community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each teacher will utilize the School-Wide Positive Behavior Chart to ensure that the students are engaged while in class. Differentiated Instruction will take place to meet the needs of all students and enhance student engagement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Guidance Counselor will provide a differentiated delivery of services based on student needs including supplemental small group counseling, individual counseling and referral to community resources. Teachers and staff will continually discuss the social-emotional needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Teachers and staff have systems in place to identify students who have attendance, behavioral or academic concerns. Staff is aware of the procedures for notification after students are identified as meeting one of the barriers that is blocking their success.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	40	47	30	27	25	27	196
One or more suspensions	1	6	10	0	1	8	26
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	17	35	25	19	20	26	142

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by West Riviera are Leveled Literacy Intervention (LLI), Foundations, Fast Math, Ten Marks ,iReady, Wilson Reading System, Secret Stories, small groups, and Intensive Interventions to close the student achievement gap according to the early warning indicators. In

addition, students not meeting Tier I expectation are referred to the School Based team for problem solving and Tier II and Tier III interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The parental involvement targets for WRES include providing parents opportunities to access tools to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As a school, we continually seek partnerships such as business and community. A few of our current partners are Lost Tree Foundation, Medallion Sporting Goods, Sam's Club, and Revival Community Outreach Ministries. These various business and community partners come to School Advisory Council meetings to keep the parents abreast on the ways they help support the school and build student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lindsey Latson, Tonja	Principal
Nelson, Willie	Assistant Principal
Perry, Diane	Instructional Coach
Moore, Cheryl	Instructional Coach
Singleton, Travis	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team data-based problem solving process focuses around one question: What strategies, resources and professional development will enhance learning for our school, teachers

and students? The Instructional coaches, Travis Singleton (Math), Diane Perry and Cheryl Moore (Reading), provide support in the means of interventions to all classroom teachers to assist with the Response to Intervention (RtI) process and to ensure that the goals in the SIP are met with proficiency in each core subject area. Valerie Mays works with all students and teachers to ensure that each student on campus is reading books at their "just right" level and she incorporates technology in all subject areas as an intervention to ensure success for all. The Guidance Counselors, Kendra McDonald and Eriel Marshall, work with the ESE contacts, classroom teachers, and students to provide Multi-Tiered System of Supports (MTSS) to all students not meeting Tier 1 expectations. The administrators, Tonja Latson and Willie Nelson work with all staff members listed above to ensure fidelity with MTSS and SIP support. Administration and Coaches are participants in all learning team meetings where teachers review data and discuss student needs to determine research based instructional practices and assessments to determine student growth, thereby providing input for decision making. In addition, the School Leadership Team meets with individual grade level teams three times a year (beginning, mid-year, and end of year) to evaluate practice and strategies implemented through the School Improvement Plan.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At West Riviera the data based problem solving process includes Tier 1, 2 and 3 of the RtI Process. The data collected at each tier is used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered and by whom. Our resources are allocated in direct proportion to our students' needs. To ensure efficient use of resources, we identify trends and patterns using school-wide and grade level data. West Riviera Elementary School will collaborate with programs /agencies to assist with student needs such as Pre-K, SAI, Migrant, Homeless, Violence Prevention, Housing, Department of Children and Families, etc.. We will utilize services and agencies to promote business and community involvement, and coordinate services through grant monies such as The Lost Tree Grant , Team Work USA Student Leadership Academy. Title I funds pay for Saturday tutorial, classroom supplies, three non-certified tutors to provided intensive small group reading instruction through LLI, 2 coaching positions and professional development for teacher collaboration. West Riviera also utilizes these funds to support instruction for students with school supplies and academic resources. Examples are: materials for learning and obtaining levels of proficiency and a Supplemental Academic Instructor that reaches the lowest 25% of all students in the 3rd grade. West Riviera Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix, teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our school implements a school-wide Tier 1 Behavior Monitoring form to track and reward student behaviors, as well as implements a lunch point party system for classes following school-wide expectations such as SLANT, following the Mustang way, and keeping voices at a level 1. School counselors provide support to students and families to remove barriers that negatively impact student success. The needs of migrant students and those eligible for support through the McKinney-Vento program are provided district level support through Migrant and McKinney-Vento programs and are afforded the same opportunities and supplemental services offered to all students. Teachers are supported at the Area 4 Support Team weekly Collaboration Meetings, Transformation Team and Kindergarten through 2nd grade Staff Developers to help meet the diverse needs of all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tonja Latson	Principal
Cheryl Moore	Teacher
Diane Hardnett-Perry	Teacher
Travis Singleton	Teacher
Julia Drayton	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC will meet monthly to discuss the school policies, procedures, data and events. SAC will work with the school to implement the improvement plan by monitoring student progress on performance assessments, diagnostics, FSQs and USAs; which will be presented to the SAC in October and January. SAC will also approve funding requests that support the goals listed in the SIP.

Development of this school improvement plan

During the first Student Advisory Council meeting, the School Improvement Plan (SIP) will be presented for input and/or revisions. A presentation will be given at the first SAC meeting regarding the changes to this year's (SIP) as well as the school's data. At the SIP meeting, the parental involvement goal will be established and the academic goals for the year will be discussed.

Preparation of the school's annual budget and plan

Monies will be spent on programs and projects elected by the School Advisory Council (SAC) based on student needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of school improvement funds is as follows:

Student Achievement Incentives: \$600.00

Parental Involvement Incentives: \$600.00

Teacher Leader Academy Program \$600.00

Educational Field Trips: \$1000.00

Teacher Professional Development: \$500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Perry, Diane	Instructional Coach
Moore, Cheryl	Instructional Coach
Lindsey Latson, Tonja	Principal
Nelson, Willie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team (LLT) is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan where each team member will bring specific expertise to building the culture of literacy in the school. The team will also provide opportunities for ongoing professional development for all stakeholders. The LLT will train teachers to effectively follow instructional pacing guides that are aligned to the standards.

The emphasis will be placed on building a strong foundation of literacy in Pre-K - 5. Additional emphasis will be placed on diagnosing literacy deficiencies in all grades.

A third major initiative will diagnose literacy deficits in K-5 grade to implement academic strategies aimed at reducing those deficits. This initiative will provide all students with enrichment and instruction that will help increase proficiency. This year our school will have an extra hour of instruction (extended day).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school ensures that every teacher contributes to the reading proficiency of every student by implementing an instructional coaching model throughout the school. Additional professional development is provided for teachers during Area 4 Common Planning, Florida Standards Training, Marzano Training and the Teacher Leader Academy.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

West Riviera relies on the district's Human Resources Department to provide quality screenings of teacher applicants to ensure in-field certification and highly qualified status prior to the offer of employment. West Riviera recruits through district sponsored job fairs and visiting local college teacher preparation programs. Retention of highly qualified, certified - in-field, effective teachers is ensured by providing multiple opportunities for professional development during PDD days, LTM's, and Common Planning. The Educator's Support Program and school based Teacher Leader Academy provides the support necessary to become strong teachers and build capacity. Teachers are afforded the opportunity to practice their craft through tutorial programs. Coaches assist teacher efficacy through the coaching cycle. Teachers also receive additional resources and instructional materials to assist in meeting the diverse needs of the students.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

West Riviera Elementary School's teacher mentoring program/plan pairs mentors/certified clinical educators and teachers based on experience, academic strengths and professional standards. The mentors support new educators by supporting them in promoting student learning and strengthening their knowledge of instructional and classroom strategies. The mentors will work with the new educators to assist in the completion of the Marzano TrainU course. They will complete a professional growth plan, complete FEAP'S 1-5 and attend support meetings.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates opportunities for teachers to unpack the Florida Standards and to plan and collaborate rigor in all content areas. This complex thinking supports a deeper level of comprehension that promotes accountable dialogue which will help close the achievement gap.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

West Riviera uses data to provide and differentiate instruction to meet the diverse needs of students by:

- *Analyzing student data and comparing it to the expectations found in the Florida Standards during LTM's and Common Planning
 - *Providing weekly Area 4 Common Planning for Math and Reading
 - *A balanced literacy approach that includes whole group, differentiated small groups, and one to one instruction.
 - * Creating a master schedule that includes an uninterrupted 90 minute reading block with an additional 60 minutes of reading for extended day as well as a 90 minute differentiated block for math and a 60 minute block for writing.
 - * Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed.
 - * Students selecting texts based on Reading Running Record (RRR) Levels.
 - * Using the Gradual Release process to modify small group instruction in Math.
 - * Students receiving push in/pull out services by ESE and ELL when needed.
 - *Implementation of iReady to determine individual student needs through the use of the program's diagnostic tool
 - *Use of Wilson Reading System and Foundations to supplement the core.
- For our enrichment of students at advanced levels:
- *the iReady program is utilized,
 - *Accelerated classes are offered at K-2.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Each classroom teacher provides one extra hour of reading instruction per day. Students work in small groups and guided reading groups to receive the extra support they need in the area of reading.

Strategy Rationale

West Riviera overall proficiency level in Reading was 21% for 2013-2014 school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lindsey Latson, Tonja, tonja.lindseylatson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed to determine the effectiveness of this strategy by completing ongoing Reading Running Records with all students, utilizing Leveled Literacy Intervention reports, observations, teachers keeping anecdotal records of student progress, analyzing Reading benchmark assessments, diagnostic testing, and state standardized testing.

Strategy: Weekend Program

Minutes added to school year: 2,700

Instructional staff provide three hours of additional core academic instruction in reading, math, writing, and science. Teachers utilize research based strategies and materials to supplement instruction beyond the regular school hours.

Strategy Rationale

To raise the proficiency level for reading and math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nelson, Willie, willie.nelson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed to determine the effectiveness of this strategy by using pre-assessments and post-assessments for the tutorial, as well as periodic benchmark assessments to determine effectiveness of the lesson and to drive further lessons.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the child day care centers and Voluntary Pre-Kindergarten sites in the area to visit West Riviera Elementary. A Kindergarten Round-Up program in May is held to prepare students and their parents for Kindergarten. Information regarding kindergarten readiness skills, grade level expectations, and procedures are explained. In addition, tours are provided for students and their families to visit classrooms during times of instruction. West Riviera Elementary encourages early Kindergarten registration at the Kindergarten Round-Up program and explains the necessary documents for registration. The Kindergarten parents and students are invited to Curriculum Night and Meet the Teacher, which are both held in August prior to the start of the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not applicable to Elementary School

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable to Elementary School

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not applicable to Elementary School

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable for Elementary School

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide current research-based professional development to build capacity of teachers for the delivery of rigorous instruction and implement with fidelity, then we ensure achievement in reading.
- G2.** If we increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies, then established targets will be met.
- G3.** We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide current research-based professional development to build capacity of teachers for the delivery of rigorous instruction and implement with fidelity, then we ensure achievement in reading. 1a

G069820

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	31.0

Resources Available to Support the Goal 2

- common planning, instructional coaches, learning team meetings, opportunities for professional development

Targeted Barriers to Achieving the Goal 3

- Build capacity with teachers within reading.

Plan to Monitor Progress Toward G1. 8

Administration will analyze student assessment data and i-observation data

Person Responsible

Tonja Lindsey Latson

Schedule

On 6/2/2016

Evidence of Completion

student assessment data and i-observation data

G2. If we increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies, then established targets will be met. 1a

G069821

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0

Resources Available to Support the Goal 2

- Instructional Strategies in the General Education classroom including inclusion, as well as in Fine Arts classes, Saturday tutorial, and the one-hour extended school day
- Student Scheduling of regular, ESE, and ESOL classes
- Assessments both written and computer based
- Teachers' knowledge and skills of content in the appropriate grade level
- Parental Involvement in community and school events including SAC, PTO, and other community events
- Student Motivation from School-wide Positive Behavior Support
- Single School Culture for Academics and Behavior including classroom management and school-wide management, as well as Learning Team Meetings and Common Planning
- The alignment of instruction to the Florida Standards.
- Multi-Tiered Systems of Support including Response to Intervention, School-Based Team, and Child Study Team
- Reading Coaches to Support Instruction
- Ongoing Professional Development including Literacy Cohort Training and mandatory School-Based Reading Professional Development
- Collaboration with Programs and agencies to assist with students' needs such as SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, DCF, etc...
- Utilization of services and agencies to promote business and community involvement.
- Coordination of services through grant monies like the School Improvement Plan with the use of technology and extra staff resources

Targeted Barriers to Achieving the Goal 3

- A high level of non proficient students in reading. Limited instructional strategies for critical thinking in reading
- Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.

Plan to Monitor Progress Toward G2. 8

Analyze student growth towards increased reading comprehension

Person Responsible

Tonja Lindsey Latson

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Reading Running Records, Leveled Literacy Intervention, Educational Data Warehouse, FSQs, USAs, teacher class data record form, Classroom Assessments, Florida Statewide Assessment, Student Portfolios, Teacher Observations

G3. We will connect real world and informational text through the use of critical thinking in math and science to increase student performance. 1a

G069822

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal 2

- Manipulatives in each classroom
- Math Coach to Support Staff in Classroom
- Learning Team Meetings to complete Data Feedback Strategy, Lesson Studies, Unpacking of Benchmarks, Creation of Units, and Overall Action Steps based on data
- Supplemental small group activities and Enrichment Instructional Strategies are used in the General Education Classroom including inclusion
- Math infusion into all Content Areas, including Fine Arts Classes
- Saturday Tutorial
- Curriculum Night for Parents and Students
- Assessment Practices in both Written and Oral Form
- Student Motivation from School-Wide Positive Behavior Plan
- The alignment of instruction with both NGSSS (science) and MAFS
- Single School Culture for Academics and Behavior including classroom management and school-wide management
- Common Planning twice a month for three hours at a time
- Collaboration with programs and agencies to assist with student needs
- Utilization of resources to promote business and community involvement
- Coordination of services through grant monies such as the School Improvement Grant use of technology and extra support staff.

Targeted Barriers to Achieving the Goal 3

- Limited math fluency skills and understanding of foundational math and science and critical thinking concepts
- Lack of consistent parental involvement at scheduled school and community events, as well as at the home site
- Lack of effective use of planning

Plan to Monitor Progress Toward G3. 8

Monitor students' math progress using multiple sources of current data

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teacher/student observations, data reports, district common assessments and district provided scope and sequence lesson plans for DA schools.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. If we provide current research-based professional development to build capacity of teachers for the delivery of rigorous instruction and implement with fidelity, then we ensure achievement in reading. **1**

 **G069820**

G1.B1 Build capacity with teachers within reading. **2**

 **B181665**

G1.B1.S1 Provide research-based professional development in the components of the balanced literacy block which will include: differentiated instruction, guided reading, small group instruction and writing. **4**

 **S193272**

Strategy Rationale

Teachers are in need of support to implement state standards in whole group and small group instruction

Action Step 1 **5**

Reading coach will provide support for the development and delivery of rigorous standards based reading instruction through the implementation of the coaching cycle

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes

Action Step 2 5

Math coach will provide support for the development and delivery of rigorous standards based math instruction through the implementation of the coaching cycle

Person Responsible

Travis Singleton

Schedule

Daily, from 8/10/2015 to 6/2/2016

Evidence of Completion

Coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes

Action Step 3 5

Teachers will be provided the opportunity to attend professional development and plan collaboratively during regular contract hours and receive compensation for planning that occurs outside of contract hours.

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

TDE, PD Agendas, Samples of PD materials, Evidence of Implementation, Student Data, Evidence of meeting out-comes, lesson plans

Action Step 4 5

Teachers will be provided the opportunity to attend professional development in Arts and Technology Infusion through the Arts in Education Model Development and Dissemination Grant.

Person Responsible

Willie Nelson

Schedule

Annually, from 8/17/2015 to 6/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will participate in LTM meetings and professional development activities and conduct walk-thoughts and monitor coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

lobservation, LTM meeting agendas, notes, PDD meeting agendas and evidence of implementation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Adminsitration will analyze student assessment data and i-observation data

Person Responsible

Tonja Lindsey Latson

Schedule

Biweekly, from 8/17/2015 to 6/3/2016


Evidence of Completion

i-observation datadata, student assessment

G2. If we increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies, then established targets will be met. 1

 G069821

G2.B1 A high level of non proficient students in reading. Limited instructional strategies for critical thinking in reading 2

 B181667

G2.B1.S1 Reading instruction will be focused and prescriptive in nature to ensure that rigorous instruction of comprehension is provided. 4

 S193273

Strategy Rationale

Teachers will track students' progress and adjust instruction as needed to increase proficiency in reading. Data will be monitored weekly.

Action Step 1 5

Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign-in sheets, lesson plans, student data, common planning/learning team agendas.

Action Step 2 5

Coaches will support the use of exposure to multiple genres of text.

Person Responsible

Cheryl Moore

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

classroom walk-throughs, reading logs with written responses, coaching, discussions, anecdotal notes, conferring with students

Action Step 3 5

Use continuum of literacy learning and prompting guide to select question stems that encourage higher order thinking and align to the Florida Standards.

Person Responsible

Cheryl Moore

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

lesson plans, common planning/learning team meetings, data chats, observations, formal and informal assessments, FSQs and USAs

Action Step 4 5

Monitor the implementation of focused and prescriptive reading instruction.

Person Responsible

Willie Nelson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Classroom walk-throughs, classroom data summary sheets

Action Step 5 5

Highly Qualified Teachers will provide supplemental instruction outside the school day.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student sign-in sheets, Teacher Time sheets, Lesson Plans, student progress data.

Action Step 6 5

Provided push-in/pull-out supplemental instruction during school day for target population

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student roster, intervention schedule, student progress monitoring data

Action Step 7 5

Students will utilize iReady reading to enhance reading skills.

Person Responsible

Diane Perry

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

lesson plans, usage reports, pre and post assessments, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review lesson plans

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student Work, and Reading Scores

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct walk-throughs

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

observation notes, iobservation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Track student data (running records, mini assessments, reader response journals)

Person Responsible

Tonja Lindsey Latson


Schedule

Daily, from 8/18/2014 to 6/8/2015

Evidence of Completion

Assessment scores and student work

G2.B2 Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships. 2

 B181668

G2.B2.S1 Give parents strategies to help their students at home as it pertains to reading, math, science, writing, and social studies. 4

 S193274

Strategy Rationale

Ensure home-school connection and keep parents abreast of instructional strategies.

Action Step 1 5

Parents will be given strategies for helping their child at home as it pertains to all subject areas.

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

examples of documents sent home to parents, meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

monitor all parental involvement activities and parent conferences

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, Conference Notes, Copies of Information Given

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor students' improvement in all academic areas.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Assessments, Performance Measurements, Florida Statewide Assessment (FSA), RRR, FAIR, Student Portfolios.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analyze Parent surveys

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

parent surveys and feedback

G2.B2.S2 Make sure that parents are given proper notification of all school and community events through paper, emails, call-out system, and face to face interaction. 4

 S193275

Strategy Rationale

Keep parents informed of all school-wide activities and encourage participation from all stakeholders.

Action Step 1 5

Ensure that parents are given proper notification to all school and community events

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Records of all emails, bulletins, flyers, and call-out to parents, sample student agenda

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor parent notification to all school and community events

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, Flyers, Call-Outs on Phone System, Conference Records, School Bulletin Boards

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor parental involvement at school and community events

Person Responsible

Tonja Lindsey Latson


Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance and parent sign-in sheets

G3. We will connect real world and informational text through the use of critical thinking in math and science to increase student performance. 1

 G069822

G3.B1 Limited math fluency skills and understanding of foundational math and science and critical thinking concepts 2

 B181669

G3.B1.S1 Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively 4

 S193276

Strategy Rationale

Students need the foundational skills necessary to solve rigorous and complex algorithms found on the Florida Standards Assessment (FSA).

Action Step 1 5

Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (TenMarks)

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/13/2015 to 6/2/2016

Evidence of Completion

The utilization of fact fluency skills to assist in building mathematical concepts.

Action Step 2 5

Schedule time in intermediate lab for Math fluency practice using TenMarks.

Person Responsible

Travis Singleton

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Intermediate Lab Schedule

Action Step 3 5

Teachers will take students to the intermediate lab following the daily schedule.

Person Responsible

Travis Singleton

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Walkthroughs, usage reports, teacher sign-in sheets

Action Step 4 5

Additional time will be provided for students to use TenMarks during class time.

Person Responsible

Travis Singleton

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Schedule, Walkthroughs

Action Step 5 5

Provide TenMarks training regarding log-ins for students/parents for home use or printed activities for students without computers for extra practice.

Person Responsible

Travis Singleton

Schedule

Monthly, from 8/26/2015 to 6/2/2016

Evidence of Completion

Parent sign-in sheets, flyers, usage reports

Action Step 6 5

Highly qualified instructors will provide extended learning opportunities through math tutorial

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student sign-in sheets, teacher time sheets, lesson plans, student progress data

Action Step 7 5

Teachers will utilize technology to enhance math and science instruction

Person Responsible

Travis Singleton

Schedule

On 6/2/2016

Evidence of Completion

lesson plans, classroom observations, iobservations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Conduct monthly Leadership Team Meetings

Person Responsible

Willie Nelson

Schedule

Daily, from 9/8/2015 to 6/2/2016

Evidence of Completion

Meeting notes and usage reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor student use and knowledge of basic math facts to perform mathematical functions in all areas

Person Responsible

Willie Nelson


Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Increase in student achievement regarding math scores from mini assessments and diagnostic and VMath Reports

G3.B2 Lack of consistent parental involvement at scheduled school and community events, as well as at the home site **2**

 B181670

G3.B2.S1 Parents will be given strategies for helping their students at home as it pertains to math and how to use it in real-world situations. **4**

 S193277

Strategy Rationale

Action Step 1 **5**

Give parents strategies to assist children at home with foundational math skills and science skills.

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

copies of materials sent home, parent evaluations, meeting/training agendas, minutes and sign-in sheets.

Action Step 2 **5**

After giving parents resources and materials along with FSQ's and USA's parent analysis forms, conferences will be held at a variety of events. i.e parent night, curriculum night, report card night. Parents will be provided different strategies to assist their child at home.

Person Responsible

Travis Singleton

Schedule

Quarterly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor that parents are given effective strategies to assist the students at home with implementing math comfortably to solve real-life mathematical problems

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Flyers, Receipts for Items, Information Packets, Conference Notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor that the strategies given are being implemented and utilized

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Performance in Class and on Assessments

G3.B4 Lack of effective use of planning **2**

 B181672

G3.B4.S1 Effective use of learning team meetings and common planning **4**

 S193279

Strategy Rationale

If we effectively use learning team meetings and common planning to plan explicit instruction based on student data, student performance will increase.

Action Step 1 **5**

The SBLT at West Riviera Elementary will develop a learning team meeting/common planning protocol aligned to instructional practice and the sharing of best practices; as well as established protocols for the sharing and monitoring of information between the SBLT (administration and coaches).

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Created protocols for learning team meetings/common planning.

Action Step 2 **5**

The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

LTM/Common Planning agendas, sign-in sheets

Action Step 3 5

The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess the instructional needs of the teachers across all content areas.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation notes, iobservation data

Action Step 4 5

The SBLT at West Riviera Elementary will develop an agenda for Learning Team Meetings (LTM) and Common Planning based on the needs based observations and focused learning walks.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

LTM/Common Planning agendas

Action Step 5 5

The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Learning Team Meetings and Common Planning.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Learning Team Meeting/Common Planning Schedule

Action Step 6 5

The SBLT at West Riviera Elementary will monitor the effectiveness of the LTM/Common Planning sessions through walk-throughs and classroom observations.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

observation notes, iobservation

Action Step 7 5

The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused walk-throughs and classroom observations.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

observation notes, iobservation

Action Step 8 5

The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Instructional Focus Calendars and coaches schedules/logs

Action Step 9 5

The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.

Person Responsible

Tonja Lindsey Latson

Schedule

Every 6 Weeks, from 8/17/2015 to 6/2/2016

Evidence of Completion

Academic Leadership Team Meetings

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will attend and monitor the Learning Team and Common Planning Meetings

Person Responsible**Schedule**

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration notes and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

ALT Team Meetings / Admin will attend and monitor LTM Meetings / student data and iobservation data

Person Responsible

Tonja Lindsey Latson

Schedule

On 6/5/2015

Evidence of Completion

EDW reports / Performance Matters / and iobservation data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Reading coach will provide support for the development and delivery of rigorous standards based reading instruction through the implementation of the coaching cycle	Lindsey Latson, Tonja	8/10/2015	Coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes	6/3/2016 daily
G2.B1.S1.A1	Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.	Lindsey Latson, Tonja	8/17/2015	sign-in sheets, lesson plans, student data, common planning/learning team agendas.	6/2/2016 daily
G2.B2.S1.A1	Parents will be given strategies for helping their child at home as it pertains to all subject areas.	Nelson, Willie	8/18/2014	examples of documents sent home to parents, meeting agendas and minutes	6/5/2015 monthly
G2.B2.S2.A1	Ensure that parents are given proper notification to all school and community events	Lindsey Latson, Tonja	8/17/2015	Records of all emails, bulletins, flyers, and call-out to parents, sample student agenda	6/2/2016 monthly
G3.B1.S1.A1	Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (TenMarks)	Nelson, Willie	8/13/2015	The utilization of fact fluency skills to assist in building mathematical concepts.	6/2/2016 weekly
G3.B2.S1.A1	Give parents strategies to assist children at home with foundational math skills and science skills.	Nelson, Willie	8/17/2015	copies of materials sent home, parent evaluations, meeting/training agendas, minutes and sign-in sheets.	6/2/2016 monthly
G3.B4.S1.A1	The SBLT at West Riviera Elementary will develop a learning team meeting/ common planning protocol aligned to instructional practice and the sharing of best practices; as well as established protocols for the sharing and monitoring of information between the SBLT (administration and coaches).	Lindsey Latson, Tonja	8/17/2015	Created protocols for learning team meetings/common planning.	6/2/2016 weekly
G1.B1.S1.A2	Math coach will provide support for the development and delivery of rigorous standards based math instruction through the implementation of the coaching cycle	Singleton, Travis	8/10/2015	Coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes	6/2/2016 daily
G2.B1.S1.A2	Coaches will support the use of exposure to multiple genres of text.	Moore, Cheryl	8/17/2015	classroom walk-throughs, reading logs with written responses, coaching, discussions, anecdotal notes, conferring with students	6/2/2016 daily
G3.B1.S1.A2	Schedule time in intermediate lab for Math fluency practice using TenMarks.	Singleton, Travis	8/17/2015	Intermediate Lab Schedule	6/2/2016 weekly
G3.B2.S1.A2	After giving parents resources and materials along with FSQ's and USA's parent analysis forms, conferences will be held at a variety of events. i.e parent night, curriculum night, report card night. Parents will be provided different strategies to assist their child at home.	Singleton, Travis	9/15/2015		6/2/2016 quarterly
G3.B4.S1.A2	The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.	Lindsey Latson, Tonja	8/17/2015	LTM/Common Planning agendas, sign-in sheets	6/2/2016 weekly
G1.B1.S1.A3	Teachers will be provided the opportunity to attend professional development and plan collaboratively during regular contract hours and receive compensation for planning that occurs outside of contract hours.	Lindsey Latson, Tonja	8/17/2015	TDE, PD Agendas, Samples of PD materials, Evidence of Implementation, Student Data, Evidence of meeting outcomes, lesson plans	6/2/2016 monthly
G2.B1.S1.A3	Use continuum of literacy learning and prompting guide to select question	Moore, Cheryl	8/17/2015	lesson plans, common planning/ learning team meetings, data chats,	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	stems that encourage higher order thinking and align to the Florida Standards.			observations, formal and informal assessments, FSQs and USAs	
G3.B1.S1.A3	Teachers will take students to the intermediate lab following the daily schedule.	Singleton, Travis	8/17/2015	Walkthroughs, usage reports, teacher sign-in sheets	6/2/2016 daily
G3.B4.S1.A3	The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess the instructional needs of the teachers across all content areas.	Lindsey Latson, Tonja	8/17/2015	Observation notes, iobservation data	6/2/2016 weekly
G1.B1.S1.A4	Teachers will be provided the opportunity to attend professional development in Arts and Technology Infusion through the Arts in Education Model Development and Dissemination Grant.	Nelson, Willie	8/17/2015		6/30/2016 annually
G2.B1.S1.A4	Monitor the implementation of focused and prescriptive reading instruction.	Nelson, Willie	8/17/2015	Classroom walk-throughs, classroom data summary sheets	6/2/2016 daily
G3.B1.S1.A4	Additional time will be provided for students to use TenMarks during class time.	Singleton, Travis	8/17/2015	Schedule, Walkthroughs	6/2/2016 weekly
G3.B4.S1.A4	The SBLT at West Riviera Elementary will develop an agenda for Learning Team Meetings (LTMs) and Common Planning based on the needs based observations and focused learning walks.	Lindsey Latson, Tonja	8/17/2015	LTM/Common Planning agendas	6/2/2016 weekly
G2.B1.S1.A5	Highly Qualified Teachers will provide supplemental instruction outside the school day.	Lindsey Latson, Tonja	8/17/2015	Student sign-in sheets, Teacher Time sheets, Lesson Plans, student progress data.	6/2/2016 weekly
G3.B1.S1.A5	Provide TenMarks training regarding log-ins for students/parents for home use or printed activities for students without computers for extra practice.	Singleton, Travis	8/26/2015	Parent sign-in sheets, flyers, usage reports	6/2/2016 monthly
G3.B4.S1.A5	The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Learning Team Meetings and Common Planning.	Lindsey Latson, Tonja	8/17/2015	Learning Team Meeting/Common Planning Schedule	6/2/2016 weekly
G2.B1.S1.A6	Provided push-in/pull-out supplemental instruction during school day for target population	Lindsey Latson, Tonja	8/17/2015	Student roster, intervention schedule, student progress monitoring data	6/2/2016 daily
G3.B1.S1.A6	Highly qualified instructors will provide extended learning opportunities through math tutorial	Nelson, Willie	8/17/2015	Student sign-in sheets, teacher time sheets, lesson plans, student progress data	6/2/2016 weekly
G3.B4.S1.A6	The SBLT at West Riviera Elementary will monitor the effectiveness of the LTM/Common Planning sessions through walk-throughs and classroom observations.	Lindsey Latson, Tonja	8/17/2015	observation notes, iobservation	6/2/2016 daily
G2.B1.S1.A7	Students will utilize iReady reading to enhance reading skills.	Perry, Diane	8/17/2015	lesson plans, usage reports, pre and post assessments, classroom observations	6/2/2016 daily
G3.B1.S1.A7	Teachers will utilize technology to enhance math and science instruction	Singleton, Travis	8/17/2015	lesson plans, classroom observations, iobservations	6/2/2016 one-time
G3.B4.S1.A7	The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused walk-throughs and classroom observations.	Lindsey Latson, Tonja	8/17/2015	observation notes, iobservation	6/2/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.A8	The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.	Lindsey Latson, Tonja	8/17/2015	Instructional Focus Calendars and coaches schedules/logs	6/2/2016 daily
G3.B4.S1.A9	The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.	Lindsey Latson, Tonja	8/17/2015	Academic Leadership Team Meetings	6/2/2016 every-6-weeks
G1.MA1	Adminsitration will analyze student assessment data and i-observation data	Lindsey Latson, Tonja	8/17/2015	student assessment data and i-observation data	6/2/2016 one-time
G1.B1.S1.MA1	Adminsitration will analyze student assessment data and i-observation data	Lindsey Latson, Tonja	8/17/2015	i-observation datadata, student assessment	6/3/2016 biweekly
G1.B1.S1.MA1	Administration will participate in LTM meetings and professional development activities and conduct walk-thoughts and monitor coaches log, annotated walk-throughs, examples of modeled lessons, LTM Mtg agendas, sign-in sheets and notes	Lindsey Latson, Tonja	8/17/2015	lobservation, LTM meeting agendas, notes, PDD meeting agendas and evidence of implementation	6/3/2016 weekly
G2.MA1	Analyze student growth towards increased reading comprehension	Lindsey Latson, Tonja	8/17/2015	Reading Running Records, Leveled Literacy Intervention, Educational Data Warehouse, FSQs, USAs, teacher class data record form, Classroom Assessments, Florida Statewide Assessment, Student Portfolios, Teacher Observations	6/2/2016 biweekly
G2.B1.S1.MA1	Track student data (running records, mini assessments, reader response journals)	Lindsey Latson, Tonja	8/18/2014	Assessment scores and student work	6/8/2015 daily
G2.B1.S1.MA1	Review lesson plans	Lindsey Latson, Tonja	8/18/2014	Lesson Plans, Student Work, and Reading Scores	6/5/2015 daily
G2.B1.S1.MA3	Conduct walk-throughs	Lindsey Latson, Tonja	8/18/2014	observation notes, iobservation	6/5/2015 weekly
G2.B2.S1.MA1	Monitor students' improvement in all academic areas.	Lindsey Latson, Tonja	8/18/2014	Classroom Assessments, Performance Measurements, Florida Statewide Assessment (FSA), RRR, FAIR, Student Portfolios.	6/5/2015 daily
G2.B2.S1.MA3	Analyze Parent surveys	Lindsey Latson, Tonja	8/18/2014	parent surveys and feedback	6/5/2015 monthly
G2.B2.S1.MA1	monitor all parental involvement activities and parent conferences	Nelson, Willie	8/18/2014	Agendas, Conference Notes, Copies of Information Given	6/5/2015 monthly
G2.B2.S2.MA1	Monitor parental involvement at school and community events	Lindsey Latson, Tonja	8/17/2015	Attendance and parent sign-in sheets	6/2/2016 monthly
G2.B2.S2.MA1	Monitor parent notification to all school and community events	Lindsey Latson, Tonja	8/17/2015	Agendas, Flyers, Call-Outs on Phone System, Conference Records, School Bulletin Boards	6/2/2016 monthly
G3.MA1	Monitor students' math progress using multiple sources of current data	Nelson, Willie	8/17/2015	Teacher/student observations, data reports, district common assessments and district provided scope and sequence lesson plans for DA schools.	6/2/2016 weekly
G3.B1.S1.MA1	Monitor student use and knowledge of basic math facts to perform mathematical functions in all areas	Nelson, Willie	8/17/2015	Increase in student achievement regarding math scores from mini assessments and diagnostic and VMath Reports	6/2/2016 daily
G3.B1.S1.MA1	Conduct monthly Leadership Team Meetings	Nelson, Willie	9/8/2015	Meeting notes and usage reports	6/2/2016 daily
G3.B2.S1.MA1	Monitor that the strategies given are being implemented and utilized	Lindsey Latson, Tonja	8/18/2014	Student Performance in Class and on Assessments	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Monitor that parents are given effective strategies to assist the students at home with implementing math comfortably to solve real-life mathematical problems	Nelson, Willie	8/18/2014	Flyers, Receipts for Items, Information Packets, Conference Notes	6/5/2015 monthly
G3.B4.S1.MA1	ALT Team Meetings / Admin will attend and monitor LTM Meetings / student data and iobservation data	Lindsey Latson, Tonja	10/17/2014	EDW reports / Performance Matters / and iobservation data	6/5/2015 one-time
G3.B4.S1.MA1	Administration will attend and monitor the Learning Team and Common Planniing Meetingss		8/17/2015	Administration notes and sign-in sheets	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide current research-based professional development to build capacity of teachers for the delivery of rigorous instruction and implement with fidelity, then we ensure achievement in reading.

G1.B1 Build capacity with teachers within reading.

G1.B1.S1 Provide research-based professional development in the components of the balanced literacy block which will include: differentiated instruction, guided reading, small group instruction and writing.

PD Opportunity 1

Reading coach will provide support for the development and delivery of rigorous standards based reading instruction through the implementation of the coaching cycle

Facilitator

Cheryl Moore

Participants

teachers

Schedule

Daily, from 8/10/2015 to 6/3/2016

PD Opportunity 2

Teachers will be provided the opportunity to attend professional development in Arts and Technology Infusion through the Arts in Education Model Development and Dissemination Grant.

Facilitator

Samika Satterwaite

Participants

Faculty and staff

Schedule

Annually, from 8/17/2015 to 6/30/2016

G2. If we increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies, then established targets will be met.

G2.B1 A high level of non proficient students in reading. Limited instructional strategies for critical thinking in reading

G2.B1.S1 Reading instruction will be focused and prescriptive in nature to ensure that rigorous instruction of comprehension is provided.

PD Opportunity 1

Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.

Facilitator

Cheryl Moore/Diane Hardnett-Perry

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Coaches will support the use of exposure to multiple genres of text.

Facilitator

Cheryl Moore/Diane Hardnett-Perry

Participants

teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

PD Opportunity 3

Use continuum of literacy learning and prompting guide to select question stems that encourage higher order thinking and align to the Florida Standards.

Facilitator

Cheryl Moore/Diane Hardnett-Perry

Participants

teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G3. We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.

G3.B1 Limited math fluency skills and understanding of foundational math and science and critical thinking concepts

G3.B1.S1 Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively

PD Opportunity 1

Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (TenMarks)

Facilitator

Travis Singleton

Participants

All Staff

Schedule

Weekly, from 8/13/2015 to 6/2/2016

G3.B4 Lack of effective use of planning

G3.B4.S1 Effective use of learning team meetings and common planning

PD Opportunity 1

The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Reading coach will provide support for the development and delivery of rigorous standards based reading instruction through the implementation of the coaching cycle				\$72,119.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A	0.0	\$71,890.80
			<i>Notes: salary and benefits for 1.0 Reading Coach</i>			
			1401 - West Riviera Elementary School	Title I Part A		\$228.20
			<i>Notes: PD supplies for guided reading cadre to include paper, ink chart paper, post-it notes, markers, highlighters, PD resource books (Words Their Way Word Study) etc.</i>			
2	G1.B1.S1.A2	Math coach will provide support for the development and delivery of rigorous standards based math instruction through the implementation of the coaching cycle				\$65,234.65
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A	1.0	\$65,008.45
			<i>Notes: salary and benefits for 1.0 math coach</i>			
			1401 - West Riviera Elementary School	Title I Part A		\$226.20
			<i>Notes: PD supplies to include paper, chart paper, post-it notes, markers, highlighters, folders, etc.</i>			
3	G1.B1.S1.A3	Teachers will be provided the opportunity to attend professional development and plan collaboratively during regular contract hours and receive compensation for planning that occurs outside of contract hours.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$8,000.00
			<i>Notes: substitutes for professional development and/or collaborative planning</i>			
			1401 - West Riviera Elementary School	Title I Part A		\$2,000.00
			<i>Notes: Part time in system pay for teachers to plan collaboratively.</i>			

Budget Data						
4	G1.B1.S1.A4	Teachers will be provided the opportunity to attend professional development in Arts and Technology Infusion through the Arts in Education Model Development and Dissemination Grant.				\$0.00
5	G2.B1.S1.A1	Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.				\$0.00
6	G2.B1.S1.A2	Coaches will support the use of exposure to multiple genres of text.				\$0.00
7	G2.B1.S1.A3	Use continuum of literacy learning and prompting guide to select question stems that encourage higher order thinking and align to the Florida Standards.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$6,000.00
			Notes: LLI materials (post-its, sticky notes, anchor charts), composition notebooks), book baggies, dry erase markers, flip chart markers, pens, pencils, paper for units of study			
8	G2.B1.S1.A4	Monitor the implementation of focused and prescriptive reading instruction.				\$0.00
9	G2.B1.S1.A5	Highly Qualified Teachers will provide supplemental instruction outside the school day.				\$10,000.05
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$7,500.05
			Notes: part-time in-system for tutorial.			
			1401 - West Riviera Elementary School	Title I Part A		\$800.00
			Notes: Supplies for tutorial/interventions to include, LLI ancillary materials, foam/magnetic letters, paper, ink, pens, pencils, folders, post-it notes, dry erase markers, response boards, etc.			
			1401 - West Riviera Elementary School	Title I Part A		\$700.00
			Notes: diesel fuel			
			1401 - West Riviera Elementary School	Title I Part A		\$1,000.00
			Notes: part-time in-system for Bus Driver			
10	G2.B1.S1.A6	Provided push-in/pull-out supplemental instruction during school day for target population				\$50,000.76
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$50,000.76
			Notes: Non-certified tutors salary/benefits			

Budget Data						
11	G2.B1.S1.A7	Students will utilize iReady reading to enhance reading skills.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$10,000.00
			Notes: iReady Reading			
12	G2.B2.S1.A1	Parents will be given strategies for helping their child at home as it pertains to all subject areas.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School			\$250.00
			Notes: supplies for parent involvement activities to include paper and ink, resource books			
13	G2.B2.S2.A1	Ensure that parents are given proper notification to all school and community events				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$3,000.00
			Notes: agenda books, paper and ink for newsletters.			
14	G3.B1.S1.A1	Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (TenMarks)				\$0.00
15	G3.B1.S1.A2	Schedule time in intermediate lab for Math fluency practice using TenMarks.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$6,000.00
			Notes: Online subscription - TenMarks Grades 3-5			
16	G3.B1.S1.A3	Teachers will take students to the intermediate lab following the daily schedule.				\$0.00
17	G3.B1.S1.A4	Additional time will be provided for students to use TenMarks during class time.				\$0.00
18	G3.B1.S1.A5	Provide TenMarks training regarding log-ins for students/parents for home use or printed activities for students without computers for extra practice.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$100.00
			Notes: Parent training materials (light refreshments, paper)			

Budget Data						
19	G3.B1.S1.A6	Highly qualified instructors will provide extended learning opportunities through math tutorial				\$8,300.05
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$7,500.05
			Notes: part-time in-system for tutorial			
			1401 - West Riviera Elementary School	Title I Part A		\$800.00
			Notes: supplies for tutorial/intervention to include paper, chart paper, pens, pencils, folders, post-it notes, ink, dry erase markers, response boards, math manipulatives			
20	G3.B1.S1.A7	Teachers will utilize technology to enhance math and science instruction				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$8,000.00
			Notes: Interactive Mobis and Clickers			
21	G3.B2.S1.A1	Give parents strategies to assist children at home with foundational math skills and science skills.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - West Riviera Elementary School	Title I Part A		\$750.00
			Notes: Hands on math and science materials, paper and make and take games.			
22	G3.B2.S1.A2	After giving parents resources and materials along with FSQ's and USA's parent analysis forms, conferences will be held at a variety of events. i.e parent night, curriculum night, report card night. Parents will be provided different strategies to assist their child at home.				\$0.00
23	G3.B4.S1.A1	The SBLT at West Riviera Elementary will develop a learning team meeting/ common planning protocol aligned to instructional practice and the sharing of best practices; as well as established protocols for the sharing and monitoring of information between the SBLT (administration and coaches).				\$0.00
24	G3.B4.S1.A2	The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.				\$0.00
25	G3.B4.S1.A3	The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess the instructional needs of the teachers across all content areas.				\$0.00
26	G3.B4.S1.A4	The SBLT at West Riviera Elementary will develop an agenda for Learning Team Meetings (LTMs) and Common Planning based on the needs based observations and focused learning walks.				\$0.00
27	G3.B4.S1.A5	The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Learning Team Meetings and Common Planning.				\$0.00

Budget Data			
28	G3.B4.S1.A6	The SBLT at West Riviera Elementary will monitor the effectiveness of the LTM/Common Planning sessions through walk-throughs and classroom observations.	\$0.00
29	G3.B4.S1.A7	The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused walk-throughs and classroom observations.	\$0.00
30	G3.B4.S1.A8	The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.	\$0.00
31	G3.B4.S1.A9	The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.	\$0.00
Total:			\$249,754.51