West Riviera Elementary School

2016-17 Schoolwide Improvement Plan

West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

https://wres.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	F*	D	C

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Riviera Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

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

We will involve teachers and non-instructional personnel including office staff, bus drivers, and 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.

c. 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.

d. 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.

3. 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).

a. 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.

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

1. 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	
Attendance below 90 percent	40	47	30	27	25	27	0	0	0	0	0	0	0	196
One or more suspensions	1	6	10	0	1	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	35	25	19	20	26	0	0	0	0	0	0	0	142

c. 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), Fundations, Fast Math, iReady, Wilson Reading System, Secret Stories, small group instruction, and Intensive Interventions to close the student achievement gap according to the early warning indicators. In addition, students not meeting Tier I expectations are referred to the School Based team for problem solving and Tier II and Tier III interventions.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

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

b. Duties

1. 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 Professional Learning Communities 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.

2. 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, 2 Academic Success Tutors to provide 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 Instruction Teacher that reaches the lowest 25% of all students in 2nd and 3rd grade according to the SAI Plan. 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 Professional Learning Communities. 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 implement 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.
K-3 teachers receive support from Literacy Specialists through the Lost Tree Grant Foundation.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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

b. Duties

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

a. 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 collaborated monthly. SAC will also approve funding requests that support the goals listed in the SIP.

b. 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.

c. 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.

2. 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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 30 min of instruction (extended day).

D. 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).

1. 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 Professional Learning Communities, grade level planning, Florida Standards Training, Marzano Training and the Teacher Leader Academy.

2. 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, Professional Learning Communities, and grade level planning meetings. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 Professional Learning Communities and grade level team meetings
*A balanced literacy approach that includes whole group, differentiated small groups, and one on one instruction.
* Creating a master schedule that includes an uninterrupted 90 minute reading block with an additional 30 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, ELL and double down resource teachers.
*Implementation of iReady to determine individual student needs through the use of the program's diagnostic tool
*Use of Wilson Reading System and Fundations to supplement the core.
For enrichment of students at advanced levels:
*the iReady program is utilized,
*Accelerated classes are offered at K-3.

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: 5,400

Each classroom teacher provides 30 minutes of additional 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 19% for 2015-2016 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, iReady diagnostics, iReady standard mastery, district 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, math and science.

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 tutorial, as well as periodic benchmark assessments to determine effectiveness of the lesson which determines next steps for teaching.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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

2. 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

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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School Improvement Goals

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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

  1 = Problem Solving Step   🔑 S123456 = Quick Key

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Strategic Goals Summary

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G1.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

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Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. `1a`

🔍 G083782

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA ELA Achievement	27.0
FCAT 2.0 Science Proficiency	38.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Parents are unable to support learning at home due to their minimal knowledge of the Florida standards and the learning demands placed on students which increases students' deficits in mastery of foundational skills in all content areas.

- Lack of effective use of planning needed to deliver content area strategies.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Manipulatives in each classroom

- Math Coach to Support Staff in Classroom

- Collaborative Planning 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

- 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.

Plan to Monitor Progress Toward G1. `8`

Monitor students' reading progress using multiple sources of current data

Person Responsible
Tonja Lindsey Latson

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Teacher/student observations, data reports (RRR, iReady, FSQs, district diagnostic)

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. [1]

🔑 G083782

G1.B1 Parents are unable to support learning at home due to their minimal knowledge of the Florida standards and the learning demands placed on students which increases students' deficits in mastery of foundational skills in all content areas. [2]

🔑 B222512

G1.B1.S1 Provide personalized learning experiences customized to the individual strengths, needs, interests and aspirations of each learner. [4]

🔑 S234794

Strategy Rationale

Students need the foundational skills necessary to to increase reading comprehension and solve rigorous and complex algorithms, and understand the basic Science standards.

Action Step 1 [5]

In addition to students using computers in the classroom, we will provide them with daily access to the computer lab to use standards based technology to support their learning.

Person Responsible

Travis Singleton

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, usage reports, teacher sign-in sheets, Master Schedule

Action Step 2 [5]

Engage learners through the use of interactive technology and hands on approaches to learning.

Person Responsible

Valerie Mays

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

lesson plans, classroom observations, iobservations

Action Step 3 `5`

Analyze student data to determine their individual needs and to personalize their learning experience.

Person Responsible

Willie Nelson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data Reports, Students Identified for various learning opportunities

Action Step 4 `5`

Provide after school tutorial for the students in order to reinforce and remediate concepts taught in classroom.

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/30/2016 to 4/28/2017

Evidence of Completion

Schedules, lesson plans, student groups

Action Step 5 `5`

Academic Tutor will provide small group pull out reading support to students through the use of LLI.

Person Responsible

Willie Nelson

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedules, student groups, lesson plans and progress monitoring logs

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

Instructional coaches will meet to review the usage report data.

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting notes and usage reports

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

Instructional coaches will review and meet with teachers to ensure students are provided with personalized learning opportunities. (Tutorial, LLI, Interactive hands-on learning)

Person Responsible

Willie Nelson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student rosters for various learning opportunities, Attendance sheets

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

Administrators will conduct classroom walkthroughs and meet with instructional coaches to review data to determine progress and next steps.

Person Responsible

Tonja Lindsey Latson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iObservation, Improved student data, revisions to the action plan

G1.B1.S2 Align new and existing community and parent partnerships to empower all stakeholders in our efforts to positively impact student achievement. 4

🔍 S234795

Strategy Rationale

To provide parents with the skills necessary to support academics.

Action Step 1 5

Analyze data to identify the deficits students have in foundational skills.

Person Responsible

Willie Nelson

Schedule

Triannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of skills for each grade level that that will be targeted for home learning, Strategies identified for parents

Action Step 2 5

Parents will be provided training on targeted strategies to assist their child at home.

Person Responsible

Travis Singleton

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Parent conference forms, sign-in sheets, Curriculum night agendas

Action Step 3 `5`

Give parents resources that will assist them with delivering strategies to their child to support their foundational skills learning at home.

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

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

Action Step 4 `5`

Provide parents with resources and materials along with FSQ's, parent analysis forms, conferences will be held at a variety of events. i.e parent night, curriculum night, report card night.

Person Responsible

Schedule

Triannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent analysis forms, conference notes and schedule of various events

Action Step 5 `5`

Provide timely school to home communication

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent communication samples

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Monitor parent participation by reviewing sign-in sheets and parent feedback forms.

Person Responsible

Willie Nelson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, Calendar of events, Conference notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor that the strategies given are having an impact on student success in school by conducting classroom walk throughs and having student and teacher data chats.

Person Responsible

Tonja Lindsey Latson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data chat artifacts and Classroom observation findings

G1.B4 Lack of effective use of planning needed to deliver content area strategies. 2

🔑 B222515

G1.B4.S1 Develop the capacity of teachers to deliver effective standards based small group and tiered instruction. 4

🔑 S234798

Strategy Rationale

If we effectively use Professional Learning Communities and grade level 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 Professional Learning Community 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

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Created protocols for Professional Learning Communities, data chat forms

Action Step 2 5

The SBLT at West Riviera Elementary will develop a consistent schedule for Professional Learning Communities and grade level Common Planning.

Person Responsible

Tonja Lindsey Latson

Schedule

On 9/16/2016

Evidence of Completion

Schedule/Calendar of PLC dates

Action Step 3 `5`

Teachers will participate in Professional Learning Communities and grade level Common Planning sessions to learn, discuss and plan for small group instruction.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in Sheets, Agenda and follow-up notes, Lesson Plans

Action Step 4 `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

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation notes, iobservation data

Action Step 5 `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 6 `5`

The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Professional Learning Communities.

Person Responsible

Tonja Lindsey Latson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional Learning Communities/Grade level Common Planning Schedule

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 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

Action Step 9 `5`

Instructional Coaches will provide current research-based professional development and implement the coaching cycle to build the capacity of all K-5 teachers.

Person Responsible

Tonja Lindsey Latson

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

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

Action Step 10 `5`

Teachers College consultants will provide extensive training in the implementation of Readers/ Writers Workshop model for K-2 teachers

Person Responsible

Willie Nelson

Schedule

Every 2 Months, from 9/12/2016 to 5/26/2017

Evidence of Completion

Agendas, sign-ins, meeting notes

Action Step 11 `5`

Coaches will review student data and plan collaboratively in order to provide effective support and teacher support.

Person Responsible

Tonja Lindsey Latson

Schedule

On 7/29/2016

Evidence of Completion

Lesson plans, Agendas, Sign-in Sheets, Expectations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Administration will attend and monitor the PLCs and Commmon Planning Meetings

Person Responsible

Willie Nelson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets and artifacts generated during these meetings

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

ALT Team Meetings / Admin will attend and monitor PLCs / student/teacher data chats and iobservation teacher data.

Person Responsible

Tonja Lindsey Latson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

EDW reports / Performance Matters / and iobservation data and data chat artifacts

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.A5 🔍 A302444	The instructional coaches will provide support to the teachers at West Riviera Elementary using...	Lindsey Latson, Tonja	8/17/2015	Instructional Focus Calendars and coaches schedules/logs	6/2/2016 daily
G1.B4.S1.A7 🔍 A302446	The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused...	Lindsey Latson, Tonja	8/17/2015	observation notes, iobservation	6/2/2016 weekly
G1.B4.S1.A8 🔍 A302447	The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using...	Lindsey Latson, Tonja	8/17/2015	Academic Leadership Team Meetings	6/2/2016 every-6-weeks
G1.B4.S1.A11 🔍 A302450	Coaches will review student data and plan collaboratively in order to provide effective support and...	Lindsey Latson, Tonja	6/20/2016	Lesson plans, Agendas, Sign-in Sheets, Expectations	7/29/2016 one-time
G1.B4.S1.A2 🔍 A302441	The SBLT at West Riviera Elementary will develop a consistent schedule for Professional Learning...	Lindsey Latson, Tonja	8/15/2016	Schedule/Calendar of PLC dates	9/16/2016 one-time
G1.B1.S1.A4 🔍 A302433	Provide after school tutorial for the students in order to reinforce and remediate concepts taught...	Nelson, Willie	8/30/2016	Schedules, lesson plans, student groups	4/28/2017 weekly
G1.B4.S1.A10 🔍 A302449	Teachers College consultants will provide extensive training in the implementation of...	Nelson, Willie	9/12/2016	Agendas, sign-ins, meeting notes	5/26/2017 every-2-months
G1.MA1 🔍 M307049	Monitor students' reading progress using multiple sources of current data	Lindsey Latson, Tonja	8/15/2016	Teacher/student observations, data reports (RRR, iReady, FSQs, district diagnostic)	6/2/2017 weekly
G1.B1.S1.MA1 🔍 M307042	Administrators will conduct classroom walkthroughs and meet with instructional coaches to review...	Lindsey Latson, Tonja	8/15/2016	iObservation, Improved student data, revisions to the action plan	6/2/2017 biweekly
G1.B1.S1.MA1 🔍 M307043	Instructional coaches will meet to review the usage report data.	Nelson, Willie	8/15/2016	Meeting notes and usage reports	6/2/2017 weekly
G1.B1.S1.MA3 🔍 M307044	Instructional coaches will review and meet with teachers to ensure students are provided with...	Nelson, Willie	8/15/2016	Student rosters for various learning opportunities, Attendance sheets	6/2/2017 biweekly
G1.B1.S1.A1 🔍 A302430	In addition to students using computers in the classroom, we will provide them with daily access to...	Singleton, Travis	8/9/2016	Walkthroughs, usage reports, teacher sign-in sheets, Master Schedule	6/2/2017 daily
G1.B1.S1.A2 🔍 A302431	Engage learners through the use of interactive technology and hands on approaches to learning.	Mays, Valerie	8/9/2016	lesson plans, classroom observations, iobservations	6/2/2017 daily
G1.B1.S1.A3 🔍 A302432	Analyze student data to determine their individual needs and to personalize their learning...	Nelson, Willie	8/15/2016	Data Reports, Students Identified for various learning opportunities	6/2/2017 quarterly
G1.B1.S1.A5 🔍 A302434	Academic Tutor will provide small group pull out reading support to students through the use of...	Nelson, Willie	8/15/2016	Schedules, student groups, lesson plans and progress monitoring logs	6/2/2017 daily
G1.B4.S1.MA1 🔍 M307047	ALT Team Meetings / Admin will attend and monitor PLCs / student/ teacher data chats and...	Lindsey Latson, Tonja	8/15/2016	EDW reports / Performance Matters / and iobservation data and data chat artifacts	6/2/2017 biweekly
G1.B4.S1.MA1 🔍 M307048	Administration will attend and monitor the PLCs and Commmon Planning Meetings	Nelson, Willie	8/15/2016	Sign-in sheets and artifacts generated during these meetings	6/2/2017 weekly
G1.B4.S1.A1 🔍 A302440	The SBLT at West Riviera Elementary will develop a Professional Learning Community protocol aligned...	Lindsey Latson, Tonja	8/15/2016	Created protocols for Professional Learning Communities, data chat forms	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A3 🔍 A302442	Teachers will participate in Professional Learning Communities and grade level Common Planning...	Lindsey Latson, Tonja	8/15/2016	Sign-in Sheets, Agenda and follow-up notes, Lesson Plans	6/2/2017 daily
G1.B4.S1.A4 🔍 A302443	The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess...	Lindsey Latson, Tonja	8/15/2016	Observation notes, iobservation data	6/2/2017 every-3-weeks
G1.B4.S1.A6 🔍 A302445	The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate...	Lindsey Latson, Tonja	8/15/2016	Professional Learning Communities/ Grade level Common Planning Schedule	6/2/2017 weekly
G1.B4.S1.A9 🔍 A302448	Instructional Coaches will provide current research-based professional development and implement...	Lindsey Latson, Tonja	8/9/2016	Coaches log, annotated walk-throughs, examples of modeled lessons, Professional Learning Communities Mtg agendas, sign-in sheets and notes	6/2/2017 daily
G1.B1.S2.MA1 🔍 M307045	Monitor that the strategies given are having an impact on student success in school by conducting...	Lindsey Latson, Tonja	8/15/2016	Data chat artifacts and Classroom observation findings	6/2/2017 monthly
G1.B1.S2.MA1 🔍 M307046	Monitor parent participation by reviewing sign-in sheets and parent feedback forms.	Nelson, Willie	8/15/2016	Sign-in sheets, Calendar of events, Conference notes	6/2/2017 monthly
G1.B1.S2.A1 🔍 A302435	Analyze data to identify the deficits students have in foundational skills.	Nelson, Willie	8/15/2016	List of skills for each grade level that that will be targeted for home learning, Strategies identified for parents	6/2/2017 triannually
G1.B1.S2.A2 🔍 A302436	Parents will be provided training on targeted strategies to assist their child at home.	Singleton, Travis	9/1/2016	Parent conference forms, sign-in sheets, Curriculum night agendas	6/2/2017 quarterly
G1.B1.S2.A3 🔍 A302437	Give parents resources that will assist them with delivering strategies to their child to support...	Nelson, Willie	8/9/2016	copies of materials sent home, parent evaluations, meeting/training agendas, minutes and sign-in sheets, invitations, sign-ins	6/2/2017 monthly
G1.B1.S2.A4 🔍 A302438	Provide parents with resources and materials along with FSQ's, parent analysis forms, conferences...		8/15/2016	Parent analysis forms, conference notes and schedule of various events	6/2/2017 triannually
G1.B1.S2.A5 🔍 A302439	Provide timely school to home communication	Lindsey Latson, Tonja	8/15/2016	Parent communication samples	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B4 Lack of effective use of planning needed to deliver content area strategies.

G1.B4.S1 Develop the capacity of teachers to deliver effective standards based small group and tiered instruction.

PD Opportunity 1

Teachers will participate in Professional Learning Communities and grade level Common Planning sessions to learn, discuss and plan for small group instruction.

Facilitator

Instructional Coaches, Teacher Leaders, Single School Culture Cordinator

Participants

Instructional Staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Instructional Coaches will provide current research-based professional development and implement the coaching cycle to build the capacity of all K-5 teachers.

Facilitator

Travis Singleton, Cheryl Moore, Diane Perry

Participants

All Teachers

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 3

Teachers College consultants will provide extensive training in the implementation of Readers/Writers Workshop model for K-2 teachers

Facilitator

Consultants for Readers/Writers Workshop

Participants

K-2 teachers

Schedule

Every 2 Months, from 9/12/2016 to 5/26/2017

PD Opportunity 4

Coaches will review student data and plan collaboratively in order to provide effective support and teacher support.

Facilitator

Coaches

Participants

Coaches

Schedule

On 7/29/2016

VI. Technical Assistance Items

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

		VII. Budget	
1	G1.B1.S1.A1	In addition to students using computers in the classroom, we will provide them with daily access to the computer lab to use standards based technology to support their learning.	$0.00
2	G1.B1.S1.A2	Engage learners through the use of interactive technology and hands on approaches to learning.	$8,114.30

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1401 - West Riviera Elementary School	Title I, Part A		$1,984.00
			Notes: Interactive Mobis and Clickers,			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1401 - West Riviera Elementary School	Title I, Part A		$5,130.30
			Notes: Ipads, apple care			
	5100	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Ipads accessories cases, headphones, screen protectors ,			

3	G1.B1.S1.A3	Analyze student data to determine their individual needs and to personalize their learning experience.	$0.00
4	G1.B1.S1.A4	Provide after school tutorial for the students in order to reinforce and remediate concepts taught in classroom.	$36,316.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A		$18,800.00
			Notes: Salary and benefits for tutors			
	5100	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$16,016.00
			Notes: Tutorial supplies, iready and FCAT 2.0 consumable work books, pencils, paper, notebooks, composition books, post-its, math and science manipulatives, highlighter, individual response boards, markers, dry erase makers, cleaner chart paper, markers			
	5100		1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Bus Driver			
	5100		1401 - West Riviera Elementary School	Title I, Part A		$500.00
			Notes: Fuel for bus for tutorial			

5	G1.B1.S1.A5	Academic Tutor will provide small group pull out reading support to students through the use of LLI.	$34,261.12

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A		$33,342.64
			Notes: Salary and benefits for Academic Tutor			
	5100	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$918.48
			Notes: Supplies. LLI materials, LLI take home books, Chart paper, sticky notes, pen, pencils and paper			
6	G1.B1.S2.A1	**Analyze data to identify the deficits students have in foundational skills.**				**$0.00**
7	G1.B1.S2.A2	**Parents will be provided training on targeted strategies to assist their child at home.**				**$0.00**
8	G1.B1.S2.A3	**Give parents resources that will assist them with delivering strategies to their child to support their foundational skills learning at home.**				**$160.01**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$160.01
			Notes: Paper, ink, chart paper, ,markers, highlighters, post-its markers			
9	G1.B1.S2.A4	**Provide parents with resources and materials along with FSQ's, parent analysis forms, conferences will be held at a variety of events. i.e parent night, curriculum night, report card night.**				**$0.00**
10	G1.B1.S2.A5	**Provide timely school to home communication**				**$5,004.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$5,004.00
			Notes: Students agendas			
11	G1.B4.S1.A1	**The SBLT at West Riviera Elementary will develop a Professional Learning Community 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**
12	G1.B4.S1.A10	**Teachers College consultants will provide extensive training in the implementation of Readers/Writers Workshop model for K-2 teachers**				**$16,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	1401 - West Riviera Elementary School	Title I, Part A		$15,000.00
			Notes: Subs for PD			
	6400	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Supplies for TC training: chart paper, markers, post-its, pens, pencils, folders, labels, sticky dots, binders, paper, ink, highlighters, resource materials - books, guides, etc.			

13	G1.B4.S1.A11	Coaches will review student data and plan collaboratively in order to provide effective support and teacher support.				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A		$1,200.00
			Notes: Summer Planning for Coaches			
14	G1.B4.S1.A2	The SBLT at West Riviera Elementary will develop a consistent schedule for Professional Learning Communities and grade level Common Planning.				$0.00
15	G1.B4.S1.A3	Teachers will participate in Professional Learning Communities and grade level Common Planning sessions to learn, discuss and plan for small group instruction.				$0.00
16	G1.B4.S1.A4	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
17	G1.B4.S1.A5	The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.				$148,309.10
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A	1.0	$73,154.55
			Notes: Cheryl Moore, Intermediate Reading Coach 55,900 - Salary; 17,254.55 - Benefits			
	6400	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A	1.0	$73,154.55
			Notes: Diane Perry, Primary Reading Coach 55,900 - Salary; 17,254 - Benefits			
	6400	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Coach supplies: chart paper, markers, post-its, pens, pencils, folders, labels, sticky dots, binders, paper, ink, highlighters, resource materials - books, guides, etc.			
	6400	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Coach supplies: chart paper, markers, post-its, pens, pencils, folders, labels, sticky dots, binders, paper, ink, highlighters, resource materials - books, guides, etc.			
18	G1.B4.S1.A6	The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Professional Learning Communities.				$0.00
19	G1.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
20	G1.B4.S1.A8	The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.				$0.00
21	G1.B4.S1.A9	Instructional Coaches will provide current research-based professional development and implement the coaching cycle to build the capacity of all K-5 teachers.				$74,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	6400	100-Salaries	1401 - West Riviera Elementary School	Title I, Part A	1.0	$73,154.55
			Notes: Salary and benefits for T. Singleton			
	6400	510-Supplies	1401 - West Riviera Elementary School	Title I, Part A		$1,000.00
			Notes: Supplies for coach: chart paper, markers, post-its, pens, pencils, folders, labels, sticky dots, binders, paper, ink, highlighters, resource materials - books, guides.			
					Total:	**$323,519.08**