

The School District of Palm Beach County

West Riviera Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	D

**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 11/8/2017.

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 that has a school grade of D or F.

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

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

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for West Riviera Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic

targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. 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.

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.

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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	44	34	33	33	18	19	0	0	0	0	0	0	0	181
One or more suspensions	4	9	15	25	7	7	0	0	0	0	0	0	0	67
Course failure in ELA or Math	37	59	87	82	62	76	0	0	0	0	0	0	0	403
Level 1 on statewide assessment	0	0	0	64	53	80	0	0	0	0	0	0	0	197

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	20	27	35	70	51	69	0	0	0	0	0	0	0	272

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), Foundations, 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.

To ensure students are attending school we are conducting attendance outreach activities such as home visits, contacting parents immediately and providing a school based person to monitor tardies and absences to ensure students come to school on time daily.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Robin	Principal
Nelson, Willie	Assistant Principal
Moore, Cheryl	Teacher, K-12
Singleton, Travis	Teacher, K-12
Taylor, Shaundrika	Assistant Principal
Simmons, Jatara	Other

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 Single Culture Coordinator, Jatara Simmons will provide support in the means of interventions to all classroom teachers to assist with the Response to Intervention (Rtl) 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 Counselor will work with the ESE contact, classroom teachers, and students to provide Multi-Tiered System of Supports (MTSS) to all students not meeting Tier 1 expectations. The administrators, Ms. Robin Brown, Shaundrika Taylor 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 Rtl 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
Robin Brown	Principal
Cheryl Moore	Teacher
Travis Singleton	Teacher
Sharrie Vereen-Thomas	Teacher
Yurki Suarez Falcon	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Simmons, Jatara	Other
Moore, Cheryl	Instructional Coach
Brown, Robin	Principal
Taylor, Shaundrika	Assistant 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and

creating work samples that are standards-based and rigorous.

- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 Foundations 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

Students need additional supports which will be provided through our extended school day

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Robin, robin.l.brown@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, West Riviera Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- 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.

Strategic Goals Detail

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**

G094983

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement - Grade 3	32.0
FSA ELA Achievement	28.0
ELA/Reading Gains	43.0
ELA/Reading Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal **3**

- We have a challenge at delivering effective instruction due to: 1) teachers having a limited knowledge of the academic standards 2) teachers lack the ability to design and implement standards aligned learning activities/tasks 3) teachers lack the use of student achievement data (formative & summative) to inform instruction 4) teachers have limited knowledge on differentiated instruction to meet the specific needs of our students

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

During the mid-year reflection the leadership team will analyze winter diagnostic data to identify progress in reducing our barrier and update our action plan to accelerate improvements to reaching our goal

Person Responsible

Robin Brown

Schedule

Every 6 Weeks, from 12/11/2017 to 6/29/2018

Evidence of Completion

district diagnostic data, RRR, iReady Diagnostic data

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**

 G094983

G1.B6 We have a challenge at delivering effective instruction due to: 1) teachers having a limited knowledge of the academic standards 2) teachers lack the ability to design and implement standards aligned learning activities/tasks 3) teachers lack the use of student achievement data (formative & summative) to inform instruction 4) teachers have limited knowledge on differentiated instruction to meet the specific needs of our students **2**

 B255648

G1.B6.S1 Provide teachers and support staff with a variety of professional learning opportunities targeted at delivering standards aligned instruction. **4**

 S270178

Strategy Rationale

If teachers and support staff receive consistent and targeted professional development on standards based instruction, then we will see an increase in the delivery of effective and relevant instruction which will improve student mastery of grade level standards and increase student performance.

Action Step 1 **5**

Provide teachers with multiple opportunities to work collaboratively (PLC) to plan for standards aligned instruction.

- 1) Deconstructing Standards "What";
- 2) Planning for Instructional Delivery "How";
- 3) Using data to determine specific needs of students " Why" (Progress Monitoring)

Person Responsible

Robin Brown

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Calendar of Meetings for each Grade Level, Sign In Sheets, Artifacts from PLCs (Agenda, Lesson Plans, Targeted Student Lists)

Action Step 2 5

Instructional Coaches will facilitate/support teachers during their PLC to build capacity in understanding and using the standards to design and implement effective instruction.

Person Responsible

Robin Brown

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Calendar of Meetings for each Grade Level, Sign In Sheets, Artifacts from PLCs (Agenda, Targeted Support Plans for Coaching Cycle based on teacher needs)

Action Step 3 5

Instructional coaches will conduct walkthroughs to identify specific needs of teachers and will provide immediate and explicit feedback which directly connects to the learning that is taking place in weekly PLCs.

Person Responsible

Robin Brown

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Action Step 4 5

Instructional Coaches will develop a coaching Schedule to provide personalized professional development to teachers in delivering effective instruction. (Coaching Cycle)

Person Responsible

Robin Brown

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Coaching Schedule

Action Step 5 5

Administrators will conduct informal classroom observations through a lens aligned to the learning taking place in weekly PLCs and through the supports provided through the coaching cycle. (PD to Practice)

Person Responsible

Robin Brown

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Observation Schedule, Feedback to Teachers, Feedback to Coaches

Action Step 6 5

Provide staff with opportunities to attend district provided professional development.

Person Responsible

Willie Nelson

Schedule

Every 3 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

District PD Schedule, Agendas PD, Follow-up activities, eLearning Points

Action Step 7 5

Provide teachers with opportunities to participate in learning walks to observe the delivery of effective instruction within our school and at neighboring schools.

Person Responsible

Robin Brown

Schedule

Every 2 Months, from 8/28/2017 to 6/1/2018

Evidence of Completion

Learning Walk Schedule, TDEs for Off Campus Learning Walks, Teacher Feedback

Action Step 8 5

Provide teachers with professional development and on-going support in analyzing iReady data to pin point specific deficits related to standards mastery.

Person Responsible

Willie Nelson

Schedule

Triannually, from 8/28/2017 to 6/1/2018

Evidence of Completion

PD Agenda, sign-in sheet, analyzed data, student groupings based on need

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Weekly leadership team meetings will occur to ensure the actions steps are taking place.

Person Responsible

Robin Brown

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Agenda, Reviewed Artifacts from various action steps

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Administrators will conduct classroom walkthroughs, analyze student formative assessment data, review teacher feedback, conduct teacher data chats and student data chats and make revisions to the action plan as need

Person Responsible

Robin Brown

Schedule

Biweekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

iObservation data, teacher feedback, student data (iReady, RRR, FSQ, USA)

G1.B6.S2 Provides parents with evidenced-based workshops focused on instructional strategies they can be used at home to support their learning. 4

 S270179

Strategy Rationale

If we increase parent engagement through providing them with explicit opportunities that enhance their knowledge around supporting students at home, then student performance and engagement in learning will improve.

Action Step 1 5

On-site grade level training for teachers to prepare for Parent Training

Person Responsible

Willie Nelson

Schedule

On 2/2/2018

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 2 5

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Willie Nelson

Schedule

On 3/30/2018

Evidence of Completion

Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home

Action Step 3 5

To provide parents of 3-5 students support through Academic Parent Teacher Teams

Person Responsible

Willie Nelson

Schedule

Semiannually, from 2/26/2018 to 3/26/2018

Evidence of Completion

Parent Sign in sheets, agendas, flyers/Invitation

Action Step 4 5

One on One Academic-Parent Teacher Team conferences

Person Responsible

Willie Nelson

Schedule

Quarterly, from 2/26/2018 to 3/26/2018

Evidence of Completion

Conference Notes & Parent Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Monitor that teachers have attended training, developed Parent Training materials and scheduled time to meet one on one with parents.

Person Responsible

Willie Nelson

Schedule

Biweekly, from 2/5/2018 to 4/6/2018

Evidence of Completion

Training artifacts, Parent survey, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Review student data and obtain parent and teacher feedback to determine the effectiveness,

Person Responsible

Willie Nelson

Schedule

On 3/30/2018

Evidence of Completion

Parent and teacher survey, student data

G1.B6.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S270180

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B6.S4 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

S270181

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

Robin Brown

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B6.S4 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B6.S4 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B6.S4 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B6.S2.A1 A361549	On-site grade level training for teachers to prepare for Parent Training	Nelson, Willie	1/22/2018	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	2/2/2018 one-time
G1.B6.S2.A3 A361551	To provide parents of 3-5 students support through Academic Parent Teacher Teams	Nelson, Willie	2/26/2018	Parent Sign in sheets, agendas, flyers/ Invitation	3/26/2018 semiannually
G1.B6.S2.A4 A361552	One on One Academic-Parent Teacher Team conferences	Nelson, Willie	2/26/2018	Conference Notes & Parent Sign-In Sheet	3/26/2018 quarterly
G1.B6.S2.MA1 M386204	Review student data and obtain parent and teacher feedback to determine the effectiveness,	Nelson, Willie	3/5/2018	Parent and teacher survey, student data	3/30/2018 one-time
G1.B6.S2.A2 A361550	Teachers finalize assessment information and activities that will be presented and modeled for...	Nelson, Willie	2/19/2018	Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home	3/30/2018 one-time
G1.B6.S2.MA1 M386205	Monitor that teachers have attended training, developed Parent Training materials and scheduled...	Nelson, Willie	2/5/2018	Training artifacts, Parent survey, sign in sheets, agendas	4/6/2018 biweekly
G1.B6.S1.MA1 M386202	Administrators will conduct classroom walkthroughs, analyze student formative assessment data,...	Brown, Robin	9/11/2017	iObservation data, teacher feedback, student data (iReady, RRR, FSQ, USA)	6/1/2018 biweekly
G1.B6.S1.MA1 M386203	Weekly leadership team meetings will occur to ensure the actions steps are taking place.	Brown, Robin	9/4/2017	Agenda, Reviewed Artifacts from various action steps	6/1/2018 weekly
G1.B6.S1.A1 A361541	Provide teachers with multiple opportunities to work collaboratively (PLC) to plan for standards...	Brown, Robin	8/28/2017	Calendar of Meetings for each Grade Level, Sign In Sheets, Artifacts from PLCs (Agenda, Lesson Plans, Targeted Student Lists)	6/1/2018 weekly
G1.B6.S1.A2 A361542	Instructional Coaches will facilitate/ support teachers during their PLC to build capacity in...	Brown, Robin	8/28/2017	Calendar of Meetings for each Grade Level, Sign In Sheets, Artifacts from PLCs (Agenda, Targeted Support Plans for Coaching Cycle based on teacher needs)	6/1/2018 weekly
G1.B6.S1.A3 A361543	Instructional coaches will conduct walkthroughs to identify specific needs of teachers and will...	Brown, Robin	9/4/2017		6/1/2018 daily
G1.B6.S1.A4 A361544	Instructional Coaches will develop a coaching Schedule to provide personalized professional...	Brown, Robin	9/4/2017	Coaching Schedule	6/1/2018 weekly
G1.B6.S1.A5 A361545	Administrators will conduct informal classroom observations through a lens aligned to the learning...	Brown, Robin	8/28/2017	Observation Schedule, Feedback to Teachers, Feedback to Coaches	6/1/2018 daily
G1.B6.S1.A6 A361546	Provide staff with opportunities to attend district provided professional development.	Nelson, Willie	8/21/2017	District PD Schedule, Agendas PD, Follow-up activities, eLearning Points	6/1/2018 every-3-weeks
G1.B6.S1.A7 A361547	Provide teachers with opportunities to participate in learning walks to observe the delivery of...	Brown, Robin	8/28/2017	Learning Walk Schedule, TDEs for Off Campus Learning Walks, Teacher Feedback	6/1/2018 every-2-months
G1.B6.S1.A8 A361548	Provide teachers with professional development and on-going support in analyzing iReady data to pin...	Nelson, Willie	8/28/2017	PD Agenda, sign-in sheet, analyzed data, student groupings based on need	6/1/2018 triannually
G1.MA1 M386211	During the mid-year reflection the leadership team will analyze winter diagnostic data to identify...	Brown, Robin	12/11/2017	district diagnostic data, RRR, iReady Diagnostic data	6/29/2018 every-6-weeks

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West Riviera Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S3.A2 A361554	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B6.S4.MA1 M386208	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B6.S3.MA1 M386206	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B6.S3.MA1 M386207	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B6.S3.A1 A361553	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B6.S4.MA1 M386209	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B6.S4.MA2 M386210	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B6.S4.A1 A361555	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B6.S4.A2 A361556	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Brown, Robin	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

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.B6 We have a challenge at delivering effective instruction due to: 1) teachers having a limited knowledge of the academic standards 2) teachers lack the ability to design and implement standards aligned learning activities/tasks 3) teachers lack the use of student achievement data (formative & summative) to inform instruction 4) teachers have limited knowledge on differentiated instruction to meet the specific needs of our students

G1.B6.S1 Provide teachers and support staff with a variety of professional learning opportunities targeted at delivering standards aligned instruction.

PD Opportunity 1

Provide teachers with multiple opportunities to work collaboratively (PLC) to plan for standards aligned instruction. 1) Deconstructing Standards "What"; 2) Planning for Instructional Delivery "How"; 3) Using data to determine specific needs of students " Why" (Progress Monitoring)

Facilitator

Instructional Coaches

Participants

All instructional staff

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Instructional Coaches will facilitate/support teachers during their PLC to build capacity in understanding and using the standards to design and implement effective instruction.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 3

Instructional Coaches will develop a coaching Schedule to provide personalized professional development to teachers in delivering effective instruction. (Coaching Cycle)

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/4/2017 to 6/1/2018

PD Opportunity 4

Administrators will conduct informal classroom observations through a lens aligned to the learning taking place in weekly PLCs and through the supports provided through the coaching cycle. (PD to Practice)

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Daily, from 8/28/2017 to 6/1/2018

PD Opportunity 5

Provide teachers with opportunities to participate in learning walks to observe the delivery of effective instruction within our school and at neighboring schools.

Facilitator

Instructional Coaches/Classroom Teachers being observed

Participants

Targeted Teachers

Schedule

Every 2 Months, from 8/28/2017 to 6/1/2018

PD Opportunity 6

Provide teachers with professional development and on-going support in analyzing iReady data to pinpoint specific deficits related to standards mastery.

Facilitator

Instructional Coaches

Participants

Instructional staff

Schedule

Triannually, from 8/28/2017 to 6/1/2018

G1.B6.S2 Provides parents with evidenced-based workshops focused on instructional strategies they can be used at home to support their learning.

PD Opportunity 1

On-site grade level training for teachers to prepare for Parent Training

Facilitator

District Team-Title I

Participants

Administrators & Teachers

Schedule

On 2/2/2018

VI. Technical Assistance Items

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