
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	9
Budget to Support Goals	0

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	D	D	F*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Simmons, Jatara	Other

Duties

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

- Set academic and behavioral high expectations for all students.
- Provide a safe environment conducive to learning.
- Provide high quality curriculum and instruction that enables students perform rigorous task in order to meet high standards.
- Respect and value the wide variety of cultural differences of students and families.
- Communicate effectively and frequently with the students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning.
- Promote a family friendly atmosphere where visitors are welcomed and encouraged to become actively involved.

Early Warning Systems

Year 2017-18

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	34	31	25	33	20	15	0	0	0	0	0	0	0	158
One or more suspensions	5	7	8	8	10	12	0	0	0	0	0	0	0	50
Course failure in ELA or Math	25	35	41	37	25	32	0	0	0	0	0	0	0	195
Level 1 on statewide assessment	0	0	0	28	34	34	0	0	0	0	0	0	0	96

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	15	22	30	52	60	45	0	0	0	0	0	0	0	224

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	12	18	0	1	0	0	0	0	0	0	0	32
Retained Students: Previous Year(s)	0	1	3	6	27	8	0	0	0	0	0	0	0	45

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA ELA Level 3 or higher

Which data component showed the greatest decline from prior year?

Students performing in the lowest 25 percent for mathematics achievement.

Which data component had the biggest gap when compared to the state average?

FSA ELA achievement levels

Which data component showed the most improvement? Is this a trend?

Mathematics Learning Gains from 50% to 81%

Describe the actions or changes that led to the improvement in this area.

Increase the standards based instruction for ELA and target higher complexity question types in grades 3-5.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	57%	56%	21%	52%	52%
ELA Learning Gains	61%	61%	55%	39%	56%	52%
ELA Lowest 25th Percentile	56%	56%	48%	43%	51%	46%
Math Achievement	62%	65%	62%	46%	61%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	82%	63%	59%	54%	61%	58%
Math Lowest 25th Percentile	78%	53%	47%	50%	51%	46%
Science Achievement	31%	56%	55%	22%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	34 (44)	31 (34)	25 (33)	33 (33)	20 (18)	15 (19)	158 (181)
One or more suspensions	5 (4)	7 (9)	8 (15)	8 (25)	10 (7)	12 (7)	50 (67)
Course failure in ELA or Math	25 (37)	35 (59)	41 (87)	37 (82)	25 (62)	32 (76)	195 (403)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (64)	34 (53)	34 (80)	96 (197)

Grade Level Data

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	56%	-28%	57%	-29%
	2017	26%	54%	-28%	58%	-32%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	38%	58%	-20%	56%	-18%
	2017	21%	57%	-36%	56%	-35%
Same Grade Comparison		17%				
Cohort Comparison		12%				
05	2018	36%	59%	-23%	55%	-19%
	2017	19%	52%	-33%	53%	-34%
Same Grade Comparison		17%				
Cohort Comparison		15%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	63%	-4%	62%	-3%
	2017	45%	62%	-17%	62%	-17%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	54%	63%	-9%	62%	-8%
	2017	36%	64%	-28%	64%	-28%
Same Grade Comparison		18%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	66%	-8%	61%	-3%
	2017	48%	61%	-13%	57%	-9%
Same Grade Comparison		10%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	28%	56%	-28%	55%	-27%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	45	55	44	75	88	11				
ELL	33	50		67	83	75	28				
BLK	32	62	61	60	82	83	29				
HSP	37	52		69	79	64	32				
FRL	34	61	58	62	82	77	31				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	44	50	22	47	44					
ELL	11	45	64	54	54						
BLK	23	35	39	40	48	49	23				
HSP	19	48	69	62	62		16				
FRL	23	38	46	44	51	47	23				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title To ensure student achievement by focusing on FSA ELA, in alignment to the District's Strategic Plan. LTO 1 increasing reading on grade level by third grade and LTO, High School readiness.

Rationale Provide professional development for teachers in the area of reading to enhance the delivery of standards-based instruction through deliberate instruction.

Intended Outcome The students will increase the FSA ELA achievement levels by 15% or higher from the previous year on the spring assessment provided by the state.

Point Person Willie Nelson (willie.nelson@palmbeachschools.org)

Action Step

Description Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 .
Provide ongoing professional development for standards-based learning during cohorts after school and on teacher planning days.
Monitor the implementation of lessons by developing focus calendars, lessons, and assessments that are aligned to the standards.
Analyse assessment to measure the effectiveness of the facilitated lessons.

Person Responsible Jatara Simmons (jatara.simmons@palmbeachschools.org)

Plan to Monitor Effectiveness

Description The effectiveness will be monitored through data chats, iObservation tool for teachers, and student feedback from lessons during classroom visits.

Person Responsible Robin Brown (robin.l.brown@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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