



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

West Riviera Elementary School

1057 W 6TH ST

Riviera Beach, FL 33404

561-494-1900

www.edline.net/pages/west_riviera_elementary

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 D
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

West Riviera Elementary School

Principal

Tonja Lindsey Latson

School Advisory Council chair

Jennifer Lewanda

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Thomas Hrebin	Assistant Principal
Eriel Marshall	Guidance Counselor
Travis Singleton	Math Coach
LaTonya McNeal	Science Coach
Jennifer Lewanda	LTF/ESE Contact
Valerie Mays	Media Specialist
Cheryl Moore	Reading Coach
Carmella Wilson	Confidential Secretary
Diane Perry	Reading Coach

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council consists of West Riviera Elementary Staff Members, Community Members and Parents. The Chair Person for SAC is Jennifer Lewanda (Learning Team Facilitator and ESE Contact at West Riviera Elementary School) and the Secretary is Diane Perry (Reading Coach for West Riviera Elementary School). There are also other members of the West Riviera Elementary SAC including, Tonja Latson, Principal, Thomas Hrebin, Assistant Principal, Valerie Mays, Media Specialist, additional resource and classroom teachers, Jean Carlos Abreu, Jean Mercius, Travis Singleton, and Julia Drayton, as well as parents/community members including Myrlande Jernelus, Mirese Jean-

Baptiste, Tenneisha Deinston, Melissa Hanson, Diann McLeod, Carol Rose, Fabiola Barthelemy, Cheryl Stafford, Marvella Coleman, Gladys Leonard, Jason Thompson, Andeidre Macklongs and Romaldo Felix.

Involvement of the SAC in the development of the SIP

The involvement of the SAC at West Riviera Elementary in the development of this SIP is to help to develop and review the implementation of the SIP, to enlist, promote, and support greater interaction between the school and community, to provide input in matters concerning disbursement of SIP funds and other monies related to school improvement, to ensure that such expenditures are consistent with the SIP, to consult with peripheral constituency groups when making decisions concerning educational practices withing the school, and to consult with people or departments needed to support the SIP.

Activities of the SAC for the upcoming school year

The activities of the SAC for the upcoming year will be to continuously review the SIP, vote on monetary funds being spent in relation to the SIP and other school improvement initiatives, to review data as needed to improvise appropriately for SIP modifications, and to recruit more parent, community, and business partner involvement to ensure academics, social, and behavior success for the school while meeting the schools vision.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds is as follows:

- Student Achievement Incentives: 600.00
- Parental Involvement Incentives:\$600.00
- Teacher Mentorship Program: \$600.00
- School Trips: \$1000.00
- Teacher Professional Development: \$500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Not applicable.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tonja Lindsey Latson

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Degrees:
 Bachelors
 Masters
 Ed. Specialist
 Certifications:
 Ed. Leadership
 Varying Exceptionalities (K-!2)
 Reading Endorsed
 ESOL Endorsed

Performance Record

In 2010-2011, when I was an Assistant Principal, Egret Lake Elementary School was an "A" with the following proficiency levels: Reading @ 67%, Math @ 76%, Writing @ 97%, and Science @ 62%. In 2011-2012, when I became principal, West Riviera Elementary School increased from a letter grade "D" to a "C" with the following proficiency rates: Reading @ 26%, Math @ 35%, Writing @ 96%, and Science @ 47%. In 2012-2013, West Riviera Elementary School remained a "C" with the following proficiency rates: Reading @ 28%, Math @ 36%, Writing @ 66%, and Science @ 49%.

Proportion of a Year's Growth is as follows in Reading:

2010-2011: .90 PYG

2011-2012: 1.11 PYG

2012-2013: 1.14 PYG

Proportion of a Year's Growth is as follows in Math:

2010-2011: .1.09 PYG

2011-2012: 1.18 PYG

2012-2013: 1.26 PYG

Thomas Hrebin

Asst Principal

Years as Administrator: 5

Years at Current School: 3

Credentials

Degrees:
 Bachelors Elementary Education
 Masters Guidance and Counseling
 Masters Educational Leadership
 Credentials:
 The Principalship
 Educational Leadership
 Guidance and Counseling
 Elementary Education
 ESOL Endorsed
 Pre-K Primary

Performance Record

In 2010-2011, West Riviera Elementary School increased from a letter grade "F" to a "D" with the following proficiency rates: Reading @ 37%, Math @ 43%, Writing @ 86%, and Science @ 32%. In 2011-2012, West Riviera Elementary School increased from a letter grade "D" to a "C" with the following proficiency rates: Reading @ 26%, Math @ 35%, Writing @ 96%, and Science @ 47%. In 2012-2013, West Riviera Elementary School remained a "C" with the following proficiency rates: Reading @ 28%, Math @ 36%, Writing @ 66%, and Science @ 49%.
 Proportion of a Year's Growth is as follows in Reading:
 2010-2011: .90 PYG
 2011-2012: 1.11 PYG
 2012-2013: 1.14 PYG
 Proportion of a Year's Growth is as follows in Math:
 2010-2011: .1.09 PYG
 2011-2012: 1.18 PYG
 2012-2013: 1.26 PYG

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Travis Singleton		
Full-time / School-based	Years as Coach: 1	Years at Current School: 12
Areas	Mathematics	
Credentials	Travis Singleton is certified by the FLDOE in Elementary Education (K-6) and holds a Bachelor Degree in Business Administration as well as in Elementary Education.	
Performance Record	In the 2011-2012 academic year, Mr. Singleton obtained 100% gains for all students in his math classes. In the 2012-2013 academic year, Mr. Singleton helped the school by working with teachers through the coaching cycle. Mr. Singleton's work with both teachers and students helped the school to gain 9% points in the level of proficient students between the 2011-2012 (26% proficient) and 2012-2013 (35% proficient) academic school years. the school also went from having 54% of students making learning gains in 2011-2012 to 68% of students making learning gains in 2012-2013. 87% of the lowest 25% of students made math learning gains in the 2012-2013 school year!	

Dianne Perry		
Full-time / School-based	Years as Coach: 11	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Diane Perry hold her Professional Certificate in Elementary Education (1-6), Reading (K-12) and is ESOL endorsed. She holds her Bachelors Degree in Elementary Education and a Master of Education Degree in Reading. She is also Reading Recovery trained and has an ED.S. In Educational Leadership (All Levels).	
Performance Record	Diane was the Reading coach at Egret Lake Elementary School for 9 year, 6 of them helping the school to earn an "A" grade. In the 2012-2013 school year, Diane, through assisting teachers through the coaching cycle and working with students daily, helped the school gain 10% points in the number of proficient students. In 2011-2012 there were 18% of students proficient and in 2012-2013 28% of student were proficient. While Diane was Reading Coach, the school went from having 48% of students making learning gains in 2011-2012 to 64% of students making learning gains in 2012-2013. 75% of our lowest 25% of Reading students made learning gains while Diane held the reading coach position.	

Cheryl Moore		
Full-time / School-based	Years as Coach: 9	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	<p>Cheryl Moore hold the following degrees: Specialist Degree in Educational Leadership, Masters of Education Degree in Reading, Masters of Education in Emotionally Handicapped, and a Bachelor of Science Degree in Psychology. She holds the following professional certifications: Educational Leadership (All Levels), Reading (K-12), Emotionally Handicapped (K-12), Elementary Education (K-6) and is ESOL endorsed.</p>	
Performance Record	<p>Cheryl's performance record as a coach:</p> <p>2005-2006: Cheryl's school earned an "A" with 65% of students at or above grade level, 64% of students made a year's worth of progress, and 61% of lowest 25% in Reading made gains</p> <p>2006-2007: Cheryl's school earned an "A" with 66% of students at or above grade level, 69% of students made a year's worth of progress, and 62% of lowest 25% in Reading made gains</p> <p>2007-2008: Cheryl's school earned a "B" with 62% of students at or above grade level, 64% of students made a year's worth of progress, and 68% of lowest 25% in Reading made gains</p> <p>2008-2009: Cheryl's school earned a "B" with 61% of students at or above grade level, 63% of students made a year's worth of progress, and 61% of lowest 25% in Reading made gains</p> <p>2009-2010: Cheryl's school earned a "B" with 64% of students at or above grade level, 70% of students made a year's worth of progress, and 66% of lowest 25% in Reading made gains</p> <p>2010-2011: Cheryl's school earned a "C" with 59% of students at or above grade level, 64% of students made a year's worth of progress, and 58% of lowest 25% in Reading made gains</p> <p>2011-2012: Cheryl's school earned a "C"</p> <p>2012-2013: Cheryl's school earned a "D"</p>	

LaTanya McNeal

Full-time / School-based Years as Coach: 3 Years at Current School: 2

Areas Science

Credentials

LaTanya Mcneal is a doctoral candidate finalizing her ED.D in Organizational Leadership and higher education (double major) from Nova Southeastern University. She hold a Masters Degree in Educational Leadership, a Bachelors Degree in Biology with a minor in psychology, both from the University of North Florida. She holds her professional certification in Biology (6-12), Educational Leadership (All Levels), General Science (5-9) and School Principal (All Levels).

Performance Record

Ms. McNeal has served as a high school instructional coach for one year and a science coach for two years. This is her seventh year in the K-12 public education system. She has worked as principal at the middle school level, vice principal of curriculum and instruction at the middle school level, assistant principal in high school, science teacher in high school and as a clinical adjunct instructor for the master's program in educational leadership at a private university. Ms. McNeal serves as a member of the AdvancED SACS/CASI External Review school accreditation team for the state of Florida. While serving as the science coach at West Riviera Elementary School she helped to raise student achievement scores on the 5th Grade Science FCAT to 45%, which was a 31% increase. While serving as coach, teacher mentor program director, and professional development trainer for a turnaround high school in Nashville, TN, the school obtained learning gains on the end of course exams in Algebra, Biology, English, and Us History and an increase of composite ACT scores. Suring Ms. McNeal's tenure as a principal for six years at an ESOL center middle school with twenty-five languages, she achieved continued learning gains in reading, math, and science. Students exceeded the district targets in writing for five years and made adequate progress in reading and math for four consecutive years. The lowest performing reading and math students ' learning gains exceeded 60% for six years.

Pamela Rice		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Science	
Credentials	<p>Mrs. Rice has her Masters Degree in Computer Education from Nova and a Bachelors Degree in Elementary and Early Childhood Education from the University of Pittsburgh. She holds a professional certificate in the areas of Early Childhood Education, (nursery-Kindergarten), Elementary Education, (grades 1 - 6), and English For Speakers Of Other Languages (esol), Endorsement</p>	
Performance Record	<p>While Mrs. Rive worked at North Palm Elementary School, the school maintained an "A" for ten years. When Mrs. Rice took on the 5th grade science class, the 5th grade science scores rose 14 points the first year and remained consistent. While working as a science coach at West Riviera Elementary School, the 5th grade science FCAT scores rose from 14% to 45% of students proficient.</p>	

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	44, 100%
# Highly Qualified Teachers	98%
# certified in-field	43, 98%
# ESOL endorsed	32, 73%
# reading endorsed	5, 11%
# with advanced degrees	22, 50%
# National Board Certified	0, 0%
# first-year teachers	6, 14%
# with 1-5 years of experience	24, 55%
# with 6-14 years of experience	13, 30%

with 15 or more years of experience

9, 20%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

West Riviera recruits and retains highly qualified, certified - in-field, effective teachers by providing multiple opportunities for professional development during PDD days, LTM's, and Common Planning Through the Educator's Support Program and school based mentoring program teachers are provided the support necessary to become strong teachers and build capacity. West Riviera also has participated in the School

Improvement Grant for the past 2 years. Teachers are afforded the opportunity to earn monetary bonuses and complexity pay for performance. Teachers also receive additional resources and instructional materials to assist in meeting the diverse needs of the students. Person's responsible: Administration, Professional development team, School based clinical education certified mentors, mentors/instructional coaches.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 are 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Guidance Counselor, Eriel Marshall, works with the ESE contacts, classroom teachers, and students to provide MTSS to all students not meeting Tier 1 expectations. The LTF, Jennifer Lewanda, is responsible for working with all classroom teachers, coaches, and administration to review and assess academic all data pertaining to students' classroom benchmark and performance assessments, anecdotal records, and district/state standardized testing. The Instructional coaches, Travis Singleton (Math), Diane Perry and Cheryl Moore (Reading), and LaTonya McNeal (Science), provide support in the means of interventions to all classroom teachers to assist with the 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 to make sure that they have the resources needed to become proficient and fluent readers. The school secretary, Carmella Wilson, along with administrators, Tonja Latson and Thomas Hrebin work with all staff members listed above to ensure fidelity with MTSS and SIP support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The systems that are in place to monitor the fidelity of the school's MTSS and SIP include classroom walk-throughs completed by Administration in coordination with Marzano Domains 1, 2, 3, and 4, conferring amongst teachers, coaches, and administration that include observation notes and checklists, and follow-up with all members of the instructional team to ensure all MTSS and SIP procedures are being followed and completed effectively and efficiently.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management sources used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, math, science, writing, and engagement include CoreK12 reports, Educational Data Warehouse reports (including Diagnostic results, FCAT results, Elementary Literacy Assessment results, and Leveled Literacy Intervention reports), Classroom Benchmark Assessments, Student Assessment and Working Portfolios, and Student Data Tracking and Conference Notes. The behavioral pieces are monitored by a School-Wide Tier 1 Behavior Monitoring form, and Tier 2 and Tier 3 intervention plans that are collected weekly and reviewed in the SBT or CST meetings.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support understanding of MTSS and build capacity in data-based problem solving for staff includes every teacher having their own SwPBS binder with procedures and strategies for meeting MTSS expectations, each staff member on campus having a copy of the MTSS/Rtl Handbook from the

SDPBC, and administrative/leadership team support for all teachers in understanding and implementing the MTSS with fidelity and sufficiently to meet the needs of all students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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, and data, teachers taking anecdotal records of student observations, analyzing Reading benchmark assessments, diagnostic testing, and state standardized testing.

Who is responsible for monitoring implementation of this strategy?

Monitoring is done by administration, coaches and instructional support staff members.

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The people responsible for monitoring the implementation of this strategy are administration, coaches, and instructional staff.

Strategy: Before or After School Program

Minutes added to school year: 900

Instructional staff provide 1 hour of additional core academic instruction in reading, math and writing. Teachers utilize research based strategies and materials.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The people responsible for monitoring the implementation of this strategy are administration, coaches, and instructional staff.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tonja Latson	Principal
Thomas Hrebin	Assistant Principal

Name	Title
Diane Perry	Reading Coach
Cheryl Moore	Reading Coach
Doris Dennard	SAI

How the school-based LLT functions

The function of the LLT at WRES 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 build in time with opportunities for professional development for all stakeholders. The LLT will train teachers to effectively follow instructional pacing guides that are aligned with the standards.

Major initiatives of the LLT

One major initiative of the LLT this year will be placed on building a strong foundation of literacy in Pre-K through Second Grade.

A second major initiative will be placed on assisting teachers with the new literacy roll-out in PBC.

A third major initiative will diagnose students 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 levels of high proficiency. This year our school hours will be extended for one extra hour per day to focus on strengthening our literacy deficits.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school ensures that every teacher contributes to the reading improvement of every student by implementing a coaching model at school and additional professional development for teachers such as Literacy Cohorts, Common Core training, and Marzano training that implements planning effective lessons for reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 in May inviting all the child day care and Voluntary Pre-Kindergarten sites in the area, and a Kindergarten Round-Up program in May to prepare students for Kindergarten expectations and procedures. West Riviera Elementary encourages early Kindergarten registration at the Kindergarten Round-Up program and explains the necessary documents for registration. The Kindergarten parents and student are also invited to Curriculum Night and Meet the Teacher, which are both held in August.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Not applicable to Elementary School

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Not applicable to Elementary School

Strategies for improving student readiness for the public postsecondary level

Not applicable to Elementary School

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	28%	No	41%
American Indian		33%		
Asian				
Black/African American	35%	27%	No	42%
Hispanic	17%	33%	Yes	25%
White				
English language learners	21%		No	29%
Students with disabilities	29%	10%	No	36%
Economically disadvantaged	35%	27%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	18%	28%
Students scoring at or above Achievement Level 4	19	9%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	140	64%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	27	63%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	14	70%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		62%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		66%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	67%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	35%	No	44%
American Indian				
Asian				
Black/African American	36%	30%	No	42%
Hispanic	51%	60%	Yes	56%
White				
English language learners	39%	28%	No	45%
Students with disabilities	38%	20%	No	45%
Economically disadvantaged	38%	35%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	22%	32%
Students scoring at or above Achievement Level 4	30	14%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	149	68%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	70%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	31%	41%
Students scoring at or above Achievement Level 4	11	16%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		100
Participation in STEM-related experiences provided for students	642	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	73	72%	50%
Students who receive two or more behavior referrals	38	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	7%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parent engagement opportunities offered throughout the school year	5	50%	100%
To increase the number of parents in attendance at parent engagement opportunities	70	10%	20%
To decrease the number number of students in the lowest performing subgroups whose parents participated in one or more parent engagement opportunities	50	72%	62%

Area 10: Additional Targets

Additional targets for the school

West Riviera Elementary 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 the Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Florida Statute 1003.42 and S.B. Policy 2.09	642	100%	100%

Goals Summary

- G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.

- G2.** Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.

Goals Detail

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Students reading below and significantly below grade level
- Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.

Plan to Monitor Progress Toward the Goal

Analyze student growth towards increased reading comprehension

Person or Persons Responsible

Administration, Coaches, and Classroom Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Reading Running Records, Leveled Literacy Intervention, Educational Data Warehouse, Diagnostic Testing, Classroom Assessments, FCAT, Student Portfolios, Teacher Observations

G2. Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Manipulatives in each classroom
- Math Coach to Support Staff in Classroom
- Learning Team Meetings to complete Data Feedback Strategy, Lesson Studies, Unpacking of Benchmarks, Creation of Units, and Overall Action Steps based on data
- Supplemental and Enrichment Instructional Strategies in the General Education Classroom including inclusion
- Math infusion into all Content Areas, including Fine Arts Classes
- Tutorial, both Saturday and After School
- 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 and CCSS
- Single School Culture for Academics and Behavior including classroom management and school-wide management
- Common Planning once a month for three hours at a time
- Collaboration with programs and agencies to assist with student needs such as SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, DCF, etc...
- Utilization of resources to promote business and community involvement
- Coordination of services through grant monies such as the School Improvement Grant use of technology and extra support staff.

Targeted Barriers to Achieving the Goal

- Lack of Basic Math Skills such as addition, subtraction, and multiplication facts
- Lack of consistent parental involvement at scheduled school and community events, as well as at the home site

Plan to Monitor Progress Toward the Goal

Monitor students' math progress using numbers in a multitude of views

Person or Persons Responsible

Teachers, Administration, Coaches, and Parents

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase in Math Scores in All Grade Levels

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.

G1.B1 Students reading below and significantly below grade level

G1.B1.S1 Reading will be incorporated into all content and fine arts areas of the curriculum.

Action Step 1

Reading strategies will be implemented in all content areas

Person or Persons Responsible

Classroom teachers and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student Work, and Reading Scores

Facilitator:

Administration, Learning Team Facilitator, Math Coach, Science Coach, and Reading Coaches

Participants:

All Staff

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

Reading is incorporated into all content areas

Person or Persons Responsible

Coaches, Administration, and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, and Reading Scores

Plan to Monitor Effectiveness of G1.B1.S1

Monitor reading strategies being taught in all content areas

Person or Persons Responsible

Classroom teachers, Learning Team Facilitator, Coaches, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Scores and Student Work

G1.B1.S2 Students will receive one extra hour of reading per day through the extended school day initiative.

Action Step 1

One extended hour of reading per day

Person or Persons Responsible

Classroom teachers and support staff

Target Dates or Schedule

Daily

Evidence of Completion

Data from Leveled Literacy Intervention, Student Portfolios, and Educational Data Warehouse

Facilitator:

Jennifer Lewanda

Participants:

All K-5 Reading Teachers

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

Ensure students are exposed to one hour of supplemental reading instruction

Person or Persons Responsible

Administration and Coaches, as well as teachers

Target Dates or Schedule

Daily

Evidence of Completion

Leveled Literacy Intervention data, Student Portfolios, and Educational Data Warehouse

Plan to Monitor Effectiveness of G1.B1.S2

Monitor students' progress in reading

Person or Persons Responsible

Coaches, Administration, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Educational Data Warehouse, Reading Running Records, Classroom Assessments, Student Portfolios, Leveled Literacy Intervention Data, Classroom Reading Performance, Diagnostics

G1.B2 Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.

G1.B2.S1 Give parents strategies for how to help their students at home as it pertains to reading, math, science, writing, and social studies.

Action Step 1

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

Person or Persons Responsible

Administration and all other Staff Members, including coaches, classroom teachers, and paraprofessionals

Target Dates or Schedule

Consistently throughout the year by sending home monthly tips with students and handing out tips for parents at school meetings

Evidence of Completion

Retain all documents sent home to parents date them. Record all meetings with meeting notes including what information was given to parents in the meeting.

Facilitator:

Jennifer Lewanda, Coaches, and Administration

Participants:

All Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Keep track of all parental involvement activities and parent conferences

Person or Persons Responsible

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Conference Notes, Copies of Information Given

Plan to Monitor Effectiveness of G1.B2.S1

Monitor students' reading improvement

Person or Persons Responsible

Teachers, Coaches, Learning Team Facilitator, Parents, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Diagnostics, FCAT, RRR, FAIR, Student Portfolios

G1.B2.S2 Make sure that parents are given proper notification of all school and community events through paper, emails, call-out system, and face to face interaction.

Action Step 1

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

Person or Persons Responsible

Administration, Front Office Staff, Teachers, Non-Instructional Staff, and Paraprofessionals

Target Dates or Schedule

Throughout the year as events are scheduled

Evidence of Completion

Records of all emails, bulletins, flyers, and call-outs sent out to parents

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Monitor parent notification to all school and community events

Person or Persons Responsible

Administration, Office Staff, Coaches, and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S2

Monitor parent involvement at school and community events

Person or Persons Responsible

Administration, Teachers, and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase number of parental participation at events

G2. Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.

G2.B1 Lack of Basic Math Skills such as addition, subtraction, and multiplication facts

G2.B1.S1 Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively

Action Step 1

Motivation of students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions.

Person or Persons Responsible

Administration, Coaches, Teachers, and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Memorization of Math Facts and Application to Mathematical Functions in the Class and at Home

Facilitator:

Jennifer Lewanda

Participants:

All Staff

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

Ensure that students are implementing rote basic math skills in all aspects of mathematical processes

Person or Persons Responsible

Administration, Coaches, Teachers, and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Work samples and observations

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Teachers, Administration, Coaches, and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student achievement regarding math scores

G2.B2 Lack of consistent parental involvement at scheduled school and community events, as well as at the home site

G2.B2.S1 Parents will be given strategies for helping their students at home as it pertains to math and how to use it in real-world situations.

Action Step 1

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

Person or Persons Responsible

Parents, Teachers, Administration, and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will be working on skills at home and will apply them at school.

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

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

Person or Persons Responsible

Staff, Administration, Coaches, and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Flyers, Receipts for Items, Information Packets, Conference Notes

Plan to Monitor Effectiveness of G2.B2.S1

Monitor that the strategies given are being implemented and utilized

Person or Persons Responsible

Teachers, Parents, Coaches, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Performance in Class and on Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

West Riviera Elementary School will collaborate with programs /agencies to assist with student needs such as SAI, Migrant, Homeless, Violence Prevention, Nutrition, 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 Education Foundation and SIG. Title I funds pay for tutorial, Saturdays and Tuesdays, as well as for a community resource person, classroom supplies, 2 coaching positions and professional development for teacher collaboration. The school also utilizes these funds to support instruction for students with school supplies and academic resources, as well as incentives for learning and obtaining levels of proficiency and a Supplemental Academic Instructor that reaches the lowest 25% of all students in the 3rd grade. West Riviera Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our school implements a school-wide Tier 1 Behavior Monitoring form to track and reward student behaviors, as well as implements a lunch point party system for classes following school-wide expectations such as SLANT, following the Mustang way, and keeping voices at a level 1.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.

G1.B1 Students reading below and significantly below grade level

G1.B1.S1 Reading will be incorporated into all content and fine arts areas of the curriculum.

PD Opportunity 1

Reading strategies will be implemented in all content areas

Facilitator

Administration, Learning Team Facilitator, Math Coach, Science Coach, and Reading Coaches

Participants

All Staff

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student Work, and Reading Scores

G1.B1.S2 Students will receive one extra hour of reading per day through the extended school day initiative.

PD Opportunity 1

One extended hour of reading per day

Facilitator

Jennifer Lewanda

Participants

All K-5 Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data from Leveled Literacy Intervention, Student Portfolios, and Educational Data Warehouse

G1.B2 Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.

G1.B2.S1 Give parents strategies for how to help their students at home as it pertains to reading, math, science, writing, and social studies.

PD Opportunity 1

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

Facilitator

Jennifer Lewanda, Coaches, and Administration

Participants

All Staff

Target Dates or Schedule

Consistently throughout the year by sending home monthly tips with students and handing out tips for parents at school meetings

Evidence of Completion

Retain all documents sent home to parents date them. Record all meetings with meeting notes including what information was given to parents in the meeting.

G2. Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.

G2.B1 Lack of Basic Math Skills such as addition, subtraction, and multiplication facts

G2.B1.S1 Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively

PD Opportunity 1

Motivation of students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions.

Facilitator

Jennifer Lewanda

Participants

All Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Memorization of Math Facts and Application to Mathematical Functions in the Class and at Home

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.	\$160,500
G2.	Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.	\$70,500
Total		\$231,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Professional Development	Other	Total
Title I	\$98,500	\$6,000	\$15,000	\$111,500	\$231,000
Total	\$98,500	\$6,000	\$15,000	\$111,500	\$231,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and reading through the content areas.

G1.B1 Students reading below and significantly below grade level

G1.B1.S1 Reading will be incorporated into all content and fine arts areas of the curriculum.

Action Step 1

Reading strategies will be implemented in all content areas

Resource Type

Other

Resource

Leveled Literacy Intervention Program by Fountas and Pinnell Top Score Writing Curriculum Foundations/Wilson Reading Curriculum Tuesday and Saturday Tutorial (salaries, benefits, supplies) Reading Coach

Funding Source

Title I

Amount Needed

\$111,500

G1.B1.S2 Students will receive one extra hour of reading per day through the extended school day initiative.

Action Step 1

One extended hour of reading per day

Resource Type

Professional Development

Resource

Substitutes for teaching release time to attend professional development. Teacher Collaboration/ Mentoring Teacher's College (travel out of county) Common Core Training

Funding Source

Title I

Amount Needed

\$15,000

G1.B2 Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.

G1.B2.S1 Give parents strategies for how to help their students at home as it pertains to reading, math, science, writing, and social studies.

Action Step 1

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

Resource Type

Personnel

Resource

Community Resource Person

Funding Source

Title I

Amount Needed

\$28,000

G1.B2.S2 Make sure that parents are given proper notification of all school and community events through paper, emails, call-out system, and face to face interaction.

Action Step 1

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

Resource Type

Evidence-Based Materials

Resource

Agenda Planners Parent Training Materials

Funding Source

Title I

Amount Needed

\$6,000

G2. Increase students' ability to work comfortably composing and decomposing numbers in a multitude of views to build the basic math foundation necessary for proficiency across all grade levels and cultures.

G2.B1 Lack of Basic Math Skills such as addition, subtraction, and multiplication facts

G2.B1.S1 Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively

Action Step 1

Motivation of students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions.

Resource Type

Personnel

Resource

Math Coach

Funding Source

Title I

Amount Needed

\$70,500