

The School District of Palm Beach County

# West Riviera Elementary School



## 2019-20 Schoolwide Improvement Plan

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## West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

<https://wres.palmbeachschools.org>

### Demographics

Principal: Alisha Mcknight

Start Date for this Principal: 8/7/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (44%) 2017-18: B (58%) 2016-17: D (38%) 2015-16: D (39%) 2014-15: F (30%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## West Riviera Elementary School

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	D	D

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## 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	Job Duties and Responsibilities
McKnight, Alisha	Principal	<p>Principal</p> <p>School leader is responsible for providing a safe learning environment for all students. Responsibilities include but are not limited to monitoring student academic achievement and classroom instruction, ensuring staff development and coaching, manage school operations and creating a positive, productive environment.</p>
Nelson, Willie	Assistant Principal	<p>The assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p>
Moore, Cheryl	Teacher, K-12	<ol style="list-style-type: none"> <li>1) Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students.</li> <li>2) Monitors and conducts LEP student assessment and placement procedures.</li> <li>3) Coordinates ESOL record-keeping requirements.</li> <li>4) Assists school staff with ensuring ESOL program compliance.</li> <li>5) Assists in working with LEP parents.</li> <li>6) Assists school staff with FCAT reading, writing, and math programs for all LEP students.</li> <li>7) Coordinates the school LEP Committee.</li> <li>8) Assists area ESOL Resource Teachers in implementing school-based ESOL inservice.</li> <li>9) Coordinates cultural harmony initiatives at the school.</li> <li>10) Establishes school data collection, analysis, and reporting systems to assess student progress.</li> <li>11) Coordinates and monitors schools' registration procedures to ensure that they are appropriate for LEP students.</li> <li>12) Collaborates with community agencies and organizations in assisting families to access available resources.</li> <li>13) Coordinates dissemination of translated documents to parents of LEP students.</li> <li>14) Provides training in ESOL strategies to school Community Language Facilitators and ESOL Aides.</li> <li>15) Meets on a monthly basis with ESOL Compliance Coordinators and ESOL Compliance Specialist to exchange information regarding ESOL issues.</li> <li>16) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased student achievement.</li> </ol>
Bryant, Shawann	Instructional Coach	<p>Single School Culture Coordinator - Math</p> <ul style="list-style-type: none"> <li>• Collaborate with school leadership team to create and manage an environment conducive to learning</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Plan and lead staff learning experiences through professional development, PLCs, and grade level meetings</li> <li>• Observe in classrooms and provide feedback on classroom management and instructional practices</li> <li>• Analyze data individually and collaboratively with leadership team and grade level teams to enhance instruction to meet both student needs and school wide achievement goals</li> <li>• Track and report data to guide and support interventions</li> <li>• Model best practices and co-teach to build teacher capacity</li> </ul>
Coner, Chivas	Instructional Coach	<p>Single School Culture Coordinator - Science</p> <ul style="list-style-type: none"> <li>• Supports science instruction through professional development, instructional support and planning for West Riviera Elementary</li> <li>• Overseeing the implementation of services carried over from the remaining funds of the Schools of Hope Grant originally awarded to West Riviera Elementary School in Fiscal Year 2018</li> <li>• Overseeing AVID and Ron Clark strategies for providing a healthy and equitable school culture and climate</li> </ul>
Edwards, Charlene	Instructional Coach	<p>Single School Culture Coordinator - ELA</p> <p>The Single School Culture jobs and responsibilities provides coaching, support, and professional learning strategies to teachers to improve classroom instruction and facilitate growth as effective teachers. In addition, provides modeling and coaching support for small group instruction.</p> <p>Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</p> <p>Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</p>

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	104	105	108	78	114	0	0	0	0	0	0	0	591
Attendance below 90 percent	23	28	19	13	17	13	0	0	0	0	0	0	0	113
One or more suspensions	2	6	3	4	19	2	0	0	0	0	0	0	0	36
Course failure in ELA or Math	59	54	50	57	47	26	0	0	0	0	0	0	0	293
Level 1 on statewide assessment	0	0	0	32	55	29	0	0	0	0	0	0	0	116

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	16	18	37	41	22	0	0	0	0	0	0	0	150

**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	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

28

**Date this data was collected or last updated**

Wednesday 8/7/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	22	30	52	60	45	0	0	0	0	0	0	0	224

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	15	22	30	52	60	45	0	0	0	0	0	0	0	224	

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	58%	57%	23%	53%	55%
ELA Learning Gains	46%	63%	58%	38%	59%	57%
ELA Lowest 25th Percentile	49%	56%	53%	46%	55%	52%
Math Achievement	59%	68%	63%	44%	62%	61%
Math Learning Gains	44%	68%	62%	50%	62%	61%
Math Lowest 25th Percentile	35%	59%	51%	46%	53%	51%
Science Achievement	36%	51%	53%	22%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	82 (0)	104 (0)	105 (0)	108 (0)	78 (0)	114 (0)	591 (0)
Attendance below 90 percent	23 (34)	28 (31)	19 (25)	13 (33)	17 (20)	13 (15)	113 (158)
One or more suspensions	2 (5)	6 (7)	3 (8)	4 (8)	19 (10)	2 (12)	36 (50)
Course failure in ELA or Math	59 (25)	54 (35)	50 (41)	57 (37)	47 (25)	26 (32)	293 (195)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (28)	55 (34)	29 (34)	116 (96)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	54%	-16%	58%	-20%
	2018	28%	56%	-28%	57%	-29%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	31%	62%	-31%	58%	-27%
	2018	38%	58%	-20%	56%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		3%				
05	2019	46%	59%	-13%	56%	-10%
	2018	36%	59%	-23%	55%	-19%
Same Grade Comparison		10%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	65%	5%	62%	8%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	44%	67%	-23%	64%	-20%
	2018	54%	63%	-9%	62%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-15%				
05	2019	60%	65%	-5%	60%	0%
	2018	58%	66%	-8%	61%	-3%
Same Grade Comparison		2%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	51%	-15%	53%	-17%
	2018	28%	56%	-28%	55%	-27%
Same Grade Comparison		8%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	33	50	54	44	44		22				
ELL	34	43	29	61	43	43	23				
BLK	39	46	56	58	44	34	36				
HSP	35	48	33	63	45		27				
FRL	39	46	49	59	44	35	36				

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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component indicating the lowest performance was Math L25 Learning Gains which decreased from 78% to 35%. Contributing factors were the decline in 4th grade which decreased by 37% and 5th grade which decreased by 56%.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component indicating the greatest decline from the prior year was also Math L25 Learning Gains which declined overall by 43%. Although the Lowest 25% were identified for tutorial, the resources utilized during the tutorial were not as rigorous and did not address the specific areas of deficit.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap when compared to the state average is 4th grade ELA which was 27%. The factors that contributed to this gap were 4th grade teacher vacancies which were not completely filled until February of 2019 and the lack of supplemental support for the Lowest 25% students for after school tutorial.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was Science proficiency which increased from 31% to 36%. The actions the school took in this area was the use of historical ELA data to tier students to provide supplemental support in reading and test taking strategies, created an intense phase plan to teach students all tested 3-5 science standards, implemented a plan for remediation based on assessment data, provided additional support to targeted students through after school and Saturday science tutorial, build teacher capacity through professional development and created STEM team to increase student engagement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The two areas of concerns are Absenteeism and Course Failure for ELA and Math.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Attendance
2. Targeted Tutorial
3. Increase Math LG
4. Increase ELA LG
5. Increase Science Proficiency

## Part III: Planning for Improvement

**Areas of Focus:**



#1	
<b>Title</b>	<p>Improve student achievement to ensure progress towards meeting the expectations for Strategic Plan Long Term Outcome (LTO) #1 (Increase reading on grade level by 3rd grade) and LTO #2 (Ensure High School Readiness)</p> <p>The District's Strategic Plan identifies the Long Term Outcomes (LTOs), Objectives, and Initiatives to support the goals of the 2016-21 Strategic 5-Year Plan. LTO #1, Increase reading on grade level by 3rd grade and LTO #2 (Ensure High School Readiness) focuses on effective and relevant instruction to meet the needs of all students.</p>
<b>Rationale</b>	<p>In the last three years, West Riviera Elementary School's grade has fluctuated from a D in 2017, a B in 2018 and a C in 2019. The gap between West Riviera's 2019 ELA Achievement (39) and the District average (58) is 19 percentage points. The gap between its Mathematics Achievement (59) and the District average (68) is 7 percentage points. Science Achievement improved 5 points in 2019, lessening the gap with the District by 15 percentage points. ESSA data shows that all ESSA Subgroups are performing at the Federal Index. This growth must continue and be sustained.</p>
<b>State the measurable outcome the school plans to achieve</b>	<ul style="list-style-type: none"> <li>- Increase ELA Level 3+: From 39% to 49%, an increase of 10%</li> <li>- Increase ELA Learning Gains: From 46% to 56%, an increase of 10%</li> <li>- Increase ELA Low 25: From 49% to 59%, an increase of 10%</li> <li>- Increase Math Level 3+: From 59% to 69%, an increase of 10%</li> <li>- Increase Math Learning Gains: From 44% to 54%, an increase of 10%</li> <li>- Increase Math Low 25: From 35% to 45%, an increase of 10%</li> <li>- Increase Science Level 3+: From 36% to 50%, an increase of 14%</li> <li>- Improve overall school attendance by 5%.</li> <li>- Increase Total points earned: From 308 to 382 points</li> <li>- Increase Percent of points earned: From 44 % to 55%, an increase of 11%</li> <li>- Increase School Grade: From a C to an B</li> </ul>
<b>Person responsible for monitoring outcome</b>	<p>Alisha McKnight (alisha.mcknight@palmbeachschools.org)</p>
<b>Evidence-based Strategy</b>	<p>(1) Professional Learning Communities - Teachers will engage in Professional Learning Communities incorporating focused PD, collaborative planning and data analysis to strengthen standards-based instruction.</p> <p>(2) Professional Development – Professional development and coaching from content specialists and Single School Culture Coordinators who are experts in their field provide job-embedded support for teachers aligned to the content and complexity of the Florida Standards ensuring that instruction is strategic and standards-based.</p> <p>(3) Personalized Instruction - Research-based, adaptive instruction using a digital learning</p>

platform (iReady Reading and Pearson SuccessMaker for Math) will establish personalized learning opportunities for all students and inform small group instruction and intervention.

(4) Student Attendance - Students with poor attendance will be placed on School Based Team, and parents will be engaged as partners in understanding the importance of school attendance to their children's academic achievement and life success.

(1) Professional Learning Communities - Developing teachers' instructional expertise through collective, collaborative actions has been shown to influence student outcomes and improve student achievement. Improving teachers' skills in facilitating highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to meet grade level proficiency.

**Rationale for Evidence-based Strategy**

(2) Professional Development – Professional development to improve standards-based instruction and exposing students to grade level text is critical for improving student outcomes and accelerating learning to meet grade level proficiency.

(3) Personalized Instruction - The use of adaptive instruction will help inform teachers' small group instruction ensuring students receive the differentiated supports needed to close the achievement gap.

(4) Students are more likely to succeed in academics when they attend school consistently and our teachers can build students' academic skills in partnership with parents and family.

**Action Step**

(1) Professional Learning Communities  
a. Develop schedule for teacher collaboration with data driven agenda based on needs of students and teachers.  
b. Use TSSSA Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support. APs, Coaches, and SSCC will attend and monitor all Collaborative Communities.  
c. Teachers will plan specific small group activities for SWDs along with adaptive technologies in ELA and Math (iReady). Coaches will monitor student performance data in collaboration with the classroom teacher. The team will agree to academic interventions and student participation based on the individual needs analysis.  
d. Common planning agendas will be provided to the Principal and Assistant Principal, weekly in

**Description**

advance of planning and either the Principal or Assistant Principal will be in attendance to ensure PLC and student data are put into action for planning, sequencing, and intervention purposes.  
e. School Leadership will monitor implementation of strategies via lesson plan checks and classroom walkthroughs.

(2) Professional Development –

- a. Teachers will engage in deep, focused professional development, both grade and academic content specific, to strengthen standards-based instruction to accelerate student learning in ELA, Mathematics, and Science, and within the ESSA subgroups.
- b. School-based Coaches and Content and PLC/Data Specialists from the District will support teachers in problem-solving and planning data-driven instruction. Content Specialists will enhance teachers’ competencies in using instructional tools, programs, and materials effectively, in ways that improve student achievement.
- c. Teachers will attend Butler Consulting Science Clinics to enhance science instruction skills and address gaps in science achievement from grades 3-5.
- d. School Leadership, coaches and District staff will attend and monitor all professional development.

(3) Personalized Instruction –

- a. The school will gather baseline data by implementing the iReady Reading and Math Diagnostic during the month of September.
- b. Grade level teams of teachers, guided by the Assistant Principal, Single School Culture Coordinator and Content and PLC/Data Specialists from the District will analyze the data to determine targeted instructional needs and determine groups for differentiated instruction and monitoring.
- c. The Single School Culture Coordinator will track iReady student usage and provide results to the Principal and Assistant Principal.
- d. School Leadership will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.
- e. School will received a consultant contract with Butler Consulting for 2 Science Content Clinics and Science Supplies, 3 Non-Certified Long Term Out of System Tutors (\$15/hr x 6 hrs/day x 170 days) and Technology with Trailblazers - Participation of 3 additional teachers including Carts and Chromebooks.

(4) Student attendance:

- a. Monitor the weekly attendance reports from SIS

- b. Identify and track students with unexcused absences greater than 3.
- c. Identified students will be referred to Mental Health and School Counselor with attendance concerns.
- d. Offer an attendance incentive for students with perfect attendance.
- e. As a first level of intervention, students with unexcused absences more than 3 will receive a phone calls home and letters.
- f. As a second level of intervention, students with absences more than 4 will receive a home visit. The school will enlist the assistance of the Department of Safe Schools.

**Person  
Responsible**

Alisha McKnight (alisha.mcknight@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

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 with a focus on reading and writing across all content areas.

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

West Riviera Elementary promotes a Single School Culture by reciting the West Riviera Elementary Creed daily during the morning announcements, implementation of AVID strategies in grades 3-5 and creating a positive school culture by implementing components of the Ron Clark Academy such as non-verbal cues within the classrooms (American Sign Language), a house system and point system.

**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 Schoolwide Improvement Plan 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.**

Parents will receive call outs and flyers for upcoming events such as SAC and Title I Parent meetings and training in their native language. Parents will be asked for their input and appropriate changes made to ensure that they feel welcome and valued. Parent training will occur in order to assist them in helping their students at home. The school's goal is to increase parent attendance and input.

**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.**

West Riviera Elementary School will collaborate with programs /agencies to assist with student needs such as Pre-K, SAI, Migrant, Homeless, 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. \ West Riviera Elementary promotes a Single School Culture by reciting the West Riviera Elementary Creed daily during the morning announcements, implementation of AVID strategies in grades 3-5 and creating a positive school culture by implementing components of the Ron Clark Academy such as non-verbal cues within the classrooms (American Sign Language), a house system and point system.

**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.

Title I funds pay for after-school 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. 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.**

West Riviera Elementary School has implemented AVID for grades three through five. AVID (Advancement Via Individual Determination) is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve student achievement to ensure progress towards meeting the expectations for Strategic Plan Long Term Outcome (LTO) #1 (Increase reading on grade level by 3rd grade) and LTO #2 (Ensure High School Readiness)	\$0.00
Total:			\$4,777.00