West Riviera Elementary School

2020-21 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: 6/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (44%) 2017-18: B (58%) 2016-17: D (38%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	D

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies.

Provide the school's vision statement.

The vision of West Riviera Elementary is for all students to meet and/or exceed state standards in a nurturing and academically stimulating environment.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
McKnight, Alisha	Principal	Principal 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.
Bryant, Shawann	Assistant Principal	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.
Moore, Cheryl	Teacher, K-12	1) Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. 2) Monitors and conducts LEP student assessment and placement procedures. 3) Coordinates ESOL record-keeping requirements. 4) Assists school staff with ensuring ESOL program compliance. 5) Assists in working with LEP parents. 6) Assists school staff with FCAT reading, writing, and math programs for all LEP students. 7) Coordinates the school LEP Committee. 8) Assists area ESOL Resource Teachers in implementing school-based ESOL inservice. 9) Coordinates cultural harmony initiatives at the school. 10) Establishes school data collection, analysis, and reporting systems to assess student progress. 11) Coordinates and monitors schools' registration procedures to ensure that they are appropriate for LEP students. 12) Collaborates with community agencies and organizations in assisting families to access available resources. 13) Coordinates dissemination of translated documents to parents of LEP students. 14) Provides training in ESOL strategies to school Community Language Facilitators and ESOL Aides. 15) Meets on a monthly basis with ESOL Compliance Coordinators and ESOL Compliance Specialist to exchange information regarding ESOL issues. 16) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased student achievement.
Lancho Fazio, Luis	Instructional Coach	Mr. Lancho is the SAC chairman which is responsible in assisting in the development of the SIP and monitoring the implementation of the School Improvement Plan. SAC chairman will facilitate monthly SAC meetings along

Name	Title	Job Duties and Responsibilities
		with assuring that there is adequate representation of all stakeholders. Mr. Lancho is the Specialized Academic Instructor. The SAI will provide instruction, remediation, and services to students according to the IEP and will academically support the lowest 25% of students in grades 2nd ,3rd, and 4th. SAI will utilize appropriate curriculum to develop lesson plans to differentiate diagnosed learning deficits. Mr. Lancho is also our PD contact that will focus on providing trainings that reflect the need of our teachers in order to increase capacity and student growth.
Higgins, Shameka Higgins	Instructional Coach	Ms. Higgins is the Single School Culture Coordinator. The Single School Culture jobs and responsibilities provides coaching, support, and professional learning strategies to improve classroom instruction and facilitate growth as effective teachers. In addition, provides modeling and coaching support for small group instruction. Ms. Higgins also monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. Ms. Higgins uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.

Demographic Information

Principal start date
Tuesday 6/2/2020, Alisha Mcknight

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (44%) 2017-18: B (58%) 2016-17: D (38%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	85	110	113	103	94	118	0	0	0	0	0	0	0	623
Attendance below 90 percent	54	57	59	45	34	50	0	0	0	0	0	0	0	299
One or more suspensions	2	1	5	6	6	13	0	0	0	0	0	0	0	33
Course failure in ELA	15	42	30	50	28	39	0	0	0	0	0	0	0	204
Course failure in Math	10	14	28	35	14	24	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide ELA assessment	0	0	0	31	40	20	0	0	0	0	0	0	0	91
Level 1 on 2019 statewide Math assessment	0	0	0	10	38	16	0	0	0	0	0	0	0	64
ELA Midyear Diagnostic Lev 1 & 2	0	0	0	61	56	80	0	0	0	0	0	0	0	197
Math Midyear Diagnostic Lev 1 & 2	0	0	0	49	46	65	0	0	0	0	0	0	0	160

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	17	30	29	39	19	32	0	0	0	0	0	0	0	166

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	2	4	17	10	25	0	0	0	0	0	0	0	58
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/28/2020

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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	43

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%. 5th Grade Science dropped from 36% to 23.4%. One of the contributing factors was large class sizes due to being one teacher short. Another factor would be two teachers who were in their first year of teaching and another who was new to 5th grade curriculum. The 5th grade vacancy was not filled until after winter diagnostic testing. This cohort did not have consistency with teachers during their 4th grade year. Due to the inconsistency during their 4th grade year, their overall data experienced the largest decrease in percentage points.

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. Third grade FY20 Diagnostic data declined by 23.8% from 70% on FY19 FSA to 46.2% on FY20 Winter Diagnostics. Incoming third grade st

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?

The two areas of concerns are Absenteeism and course failure for both ELA and Math. EWS data suggests a direct correlation between absenteeism and course failure. Absenteeism under 90% across all grade levels is 35% or higher. With the exception of Kindergarten, all other grade levels indicate at least 25% course failure for both ELA and Math. Based on this trend our focus is to minimize course failure by at least 15% points. In order to do so we address attendance by asking teachers to reach out to parents whenever the teacher notices a trend of absenteeism on a weekly basis. Teachers are asked to make provisions for students that are absent such as providing parents with work packets and resources so that students can continue learning if unable to attend school on a consistent basis as a last resort. Our teachers also address areas of standard deficits by assigning remediation work away from school that entails tutorials and practice activities. The work is intended to address foundational needs that students lack which is an impediment to their learning in school learning. The students will be allowed to work on these activities with assistance during after-school tutorials. Also, additional practice will be provided in school on the most heavily weighted standards on the state assessments.

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

Standards based instruction will continue to be our primary focus during instructional planning, professional learning communities, and data chats with both teachers and students. Resources and strategies are aligned to the grade level standards and we follow the district's scope and sequence to ensure adequate preparation. We also receive instructional support from our regional specialists through common planning amongst all grade levels. Support is also put in place to assist students that are performing below grade level and/or require accommodations.

1. Increase math learning gains by addressing fluency in math practices. Fluency consists of accuracy, efficiency and flexibility. One of our main objectives to increasing fluency is to ensure teachers expose students to multiple strategies and adequate rigor. Teachers are presented with

strategies and resources on a weekly basis during professional learning communities. Teachers also utilize backwards design planning during common planning to prepare students for what will be expected of them on both local and state assessments. A common goal is to cultivate critical thinkers and enhance their problem solving skills through continuous student discussion and collaboration.

2. Increase ELA learning gains through the utilization of modules of instruction and iReady adaptive platform for learning. Students with strong reading skills tend to perform better in school across all content areas. Small group instruction is critical to reaching students at various levels by tailoring instruction during small groups to address the deficiencies of each student which is a priority now due to the break of instruction from pandemic. RazPlus is a new and engaging platform we are using this year for online books and assessments which are categorized by lexiles. We currently have academic tutors to assist with small group instruction through the guidance of the classroom teacher. Our goal is to employ academic tutors for all grades 3-5 classrooms. The academic tutors will attend professional learning communities as well to stay abreast of current learning trends, data, and curriculum.

3. Increase science proficiency through consistent exposure of the standards as early as the third grade. Students should be developing observation and experimental thinking during earlier grade levels rather than a holistic approach in the 5th grade for state assessment purposes. Similar to math, foundational elements build upon each other as students progress through the content. Retention is more significant if practices are applied both frequently and consistently.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	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). 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. Midyear February 20: A comparison of the FY19 FSA and Winter Diagnostics FY20 indicates a decrease among all content areas. Total ELA achievement reports a predicted decline of 6% points. And Total Math achievement reports a predicted decline of 12% points. A rough estimate of Learning Gains and the Learning Gains for L25 indicate a decrease in both 4th and 5th Grade ELA and Math. Science Winter Diagnostics FY19 compared to Winter Diagnostics FY20 experienced a decrease of 26% points in student achievement.
Measurable Outcome:	Increase ELA Level 3+: From 39% to 49%, an increase of 10% - Increase ELA Learning Gains: From 46% to 56%, an increase of 10% - Increase ELA Low 25: From 49% to 59%, an increase of 10% - Increase Math Level 3+: From 59% to 69%, an increase of 10% - Increase Math Learning Gains: From 44% to 54%, an increase of 10% - Increase Math Low 25: From 35% to 45%, an increase of 10% - Increase Science Level 3+: From 36% to 50%, an increase of 14% - Improve overall school attendance by 5%. - Increase Total points earned: From 308 to 382 points - Increase Percent of points earned: From 44 % to 55%, an increase of 11% - Increase School Grade: From a C to an B
Person responsible for monitoring outcome:	Alisha McKnight (alisha.mcknight@palmbeachschools.org)
Evidence-based Strategy:	(1) Professional Learning Communities - Teachers will engage in Professional Learning Communities incorporating focused PD, collaborative planning and data analysis to strengthen standards-based instruction. (2) Professional Development – Professional development and coaching from the Single School Culture Coordinator who is an expert in their field to provide job-embedded support for teachers aligned to the content and complexity of the Florida Standards ensuring that instruction is strategic and standards-based. (3) Personalized Instruction - Research-based, adaptive instruction using a digital learning

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

(4) Tutorials: Teachers will facilitate tutorials for high needs students during & beyond the regular school day to provide additional targeted and strategic instruction.

(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 through differentiation to meet grade level proficiency.

Rationale for Evidence-based Strategy:	(2) Professional Development – Professional development to improve standards-based instructional practices; ensuring teachers are utilizing research-based strategies & methodologies to support all learners resulting in improved student 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) Tutorials:The use of Instructional tutoring in grades 2-5 will provide each grade level with additional support and ensure that the differentiated needs of students for small group targeted instruction and interventions is provided to accelerate students to grade level proficiency.

Action Steps to Implement

(1) Professional Learning Communities
a. Develop schedule for teacher collaboration with data driven agenda based on needs of students and teachers.
b. Use SSCC 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 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 (Bryant (AP), and SSCC).

Person Responsible	Alisha McKnight (alisha.mcknight@palmbeachschools.org)

(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. SSCC and the PD Team will support teachers in problem-solving and planning data-driven instruction.

utilizing the coaching continuum and the resources provided by the school district to 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 through fidelity walks, lesson plan reviews, and student data analysis.

Person Responsible Shawann Bryant (shawann.bryant@palmbeachschools.org)

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. Teachers will develop a rotational schedule to ensure all students have equitable & accesible use of technology for remediations and enrichment.
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. ????

Person Responsible Shawann Bryant (shawann.bryant@palmbeachschools.org)

4) Tutorials:
a. Anayze student data to determine student needs and the students heo will participate within tutorials.
b. Analyze teacher data to determine which teachers will support teacher led tutorials.
c. Determine the instructional resources to be used to further enhance and supplement student learning.
d. Teachers will collaborate & plan utilizing best pracitces to support student learning.
e. Embed onging Admin to teacher data chats. teacher to studebnt data chats, and teacher to parent data chats.
e. Conduct ongoing anaylsis to determine tutrotial success through the monitoring of data, fidelity walks & lesson plan review.

Person Responsible Alisha McKnight (alisha.mcknight@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. The leadership team embraces and promotes multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. By utilizing the modules of instruction and following the scope and sequence provided by the district, West Riviera will expose students to the variety of cultures and contributions of:
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 culture of inclusion that reflects in our curriculum, physical make up of school, and daily activities. In addition, our ESOL coordinator serves as an instructional leader for best practices in ESOL which includes coordinating the ELL committee, assessing ELL's, serving on academic support teams to promote quality ESOL instruction, and demonstrating instructional strategies and lesson that will ensure comprehensible instruction.

West Riviera Elementary promotes a Single School Culture by reciting the West Riviera Elementary Creed daily during the morning announcements. We plan to implement "Universal Guidelines for Success" which will be facilitated by our PBIS Internal Coach and committee. With the continuation of PBIS initiatives, we plan to encourage and provide incentives for daily attendance and positive behavior. AVID strategies have been implemented in grades 3-5 to preparing students with organizational skills and strategies for high school and beyond. A schoolwide initiative that we practice across all grade levels and all staff on campus are non-verbal signs utilizing ASL (American Sign Language). One of the major proponents to the use of ASL signs during classroom discussions is to minimize common classroom questions and distractions during whole group instruction.

District Mental Health Personnel will monitor student behavior and concerns through daily classroom walk-through. The behavior health professional conducts home visits on an as needed basis and provides services for individual and group students. In addition, classroom teachers incorporate social and emotional learning strategies that ensure the mental and physical well being of our students. West Riviera Elementary utilizes Suite 360 which addresses age related topics such as: Child trafficking, substance abuse prevention, staying safe, and cyber bullying,

The school nurse in conjunction with the cafeteria manager provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Parents attending SAC will communicate the importance of attendance and relevance of tardiness throughout the community. A bi-weekly newsletter is sent out to communicate tips, testing information, events, etc. Quarterly Parent Data Chats are scheduled and held during convenient times for parents. Prior to Parent Data Chats, teachers meet with administration to discuss their data to ensure they are communicating an accurate assessment of student performance, utilizing meaningful measures of data, and providing the parents with recommendations on how to help students at home. Parent and Family Engagement events provide parents with examples of engaging resources to use at home to promote student learning. Teachers are actively promoting literacy outside of school and assigning books to students on a weekly basis. ELA and Math boot camps will take place during scheduled Saturdays and Spring Break.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Students are more likely to succeed in academics when they attend school consistently. 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.

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.

Student Support:
Behavioral Health Professional does:
check-in/check-out system
Intensive Social Skills Training
Small Group Counseling
Intervention support
Celebrating achievements on assessments over the P.A

Staff Support :
Acknowledgment of birthdays
Weekly updates with positive messages
Holiday Celebrations
Wellness activities for all staff

Curriculum Support:
Parent Curriculum Night for: ELA, Math, Science
Collaborative planning outside of contractual hours with compensation
Weekly professional learning communities with our supplemental academic instructor and our single school culture coordinator.
Administrative led book study

Extensive School Based Google professional development folder

Stakeholders:
Monthly SAC
School Parent Support Website
Bi-weekly News Letter
Parent Training
Partnerships with community organizations such as:
Riviera Beach Community Outreach
21st CCLC Aftercare Program

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$302,462.13
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	1401 - West Riviera Elementary School	School Improvement Funds		$141,750.00
			Notes: Out of system, non-certified personnel will support students in grade 3-5 through a push-in model for small group instruction in ELA, math and science. (15 non-certified tutors, 125 days, 6 hrs each day at $15.00 per hour - tentative date is September 1st Total Cost - $168,750; To support students after school in grades grades 3, 4, and 5 in ELA, math and science - start date is October 2020 (3 tutors 2 days, 1.5 hrs at $15.00 an hour daily for 26 weeks Total			
	5100	130-Other Certified Instructional Personnel	1401 - West Riviera Elementary School	School Improvement Funds		$16,525.01
			Notes: Spring Break Camp Tutorial to provide support for students in grades 3,4,5 in ELA, Math and Science - March 2021 (3 certified tutors, 3 days, 5 hrs at $25.00 = $1,125.00 / After School Tutorial to provide support for students in grades 3,4,5 in ELA, Math and Science, tentative start date is October 2020 (6 certified tutors, 2 days, 1.5 hrs at $25.00 an hour daily for 26 weeks			
	5100	510-Supplies	1401 - West Riviera Elementary School	School Improvement Funds		$8,179.89
			Notes: Instructional supplies = 250 headphones for classroom use in grades K-5 at $6.85 each = $1,712.50 / 50 cases of white copy paper @ $31.03 = $1,551.50 / 5 cases of white color paper for tutorial at $31,03 = $155.15 / 50 boxes of pencils @ $16.79 each = $839.50 / 40 packs of chart paper @ $52.55 = $2,102.00 / 80 multi pack dry erase markers @ $8.26 = $660.80 / 78 packs of chart paper markers @ $5.17 each = $403.26 / 8 ink cartridges for classroom printers at $66.49 = $531.92 / 11 boxes of pen at $12.98 = $142.78 / 8 packs of pocket folders (25 a pack) at $9.99 = $79.92			
	5100	120-Classroom Teachers	1401 - West Riviera Elementary School	School Improvement Funds	0.5	$35,380.48
			Notes: Teacher will support at risk ESE students K-5 in ELA, Math & Science through push in/push out model of instruction.			

	6150	120-Classroom Teachers	1401 - West Riviera Elementary School	School Improvement Funds		$1,932.75
		Notes: Staff to train parents after school to support learning at home (10 teachers, 2 hrs, at $25.00, 3 events during the year)				
	6150	510-Supplies	1401 - West Riviera Elementary School	School Improvement Funds		$1,527.51
		Notes: Supplies for parent trainings = 11 cases of white copy paper @$31.03 each = $341.33 / 9 reams of yellow copy paper @ 9.33 each = $83.97 / 9 reams of green copy paper @ 9.33 each = $83.97 / 10 reams of blue copy paper @ 9.33 each = $93.30 / 10 reams of golden rod copy paper @ 9.33 each = $93.30 / 4 boxes of file folder @ $23.74 = $94.96 / 3 boxes of pens @ $10.85 each = $32.55 / 12 packs of white card stock @$9.99 each = $119.88 / 10 packs of chart paper @ $52.55 = $525.50 / 11 packs of chart paper markers @ $5.17 each = $56.87				
	7300	100-Salaries	1401 - West Riviera Elementary School	School Improvement Funds	1.0	$0.00
		Notes: Single School Culture Coordinator will provide ongoing ELA (Reading & Writing) professional development for K-5 teachers to implement standards-based learning during cohorts after school and on teacher planning days. Monitor the implementation of lessons by developing focus calendars, lessons, and assessments that are aligned to the standards. Analyze assessments to measure the effectiveness of the facilitated lessons (PLCs, PDDs, coaching, modeling.				
	7300	100-Salaries	1401 - West Riviera Elementary School	School Improvement Funds	1.0	$95,491.93
		Notes: Single School Culture Coordinator will provide ongoing ELA (Reading & Writing) professional development for K-5 teachers to implement standards-based learning during cohorts after school and on teacher planning days. Monitor the implementation of lessons by developing focus calendars, lessons, and assessments that are aligned to the standards. Analyze assessments to measure the effectiveness of the facilitated lessons (PLCs, PDDs, coaching, modeling.				
	6400	120-Classroom Teachers	1401 - West Riviera Elementary School	School Improvement Funds		$1,449.56
		Notes: Collaborative planning for 15 intermediate teachers analyzing student data, identified needs of students, created action plans to meet needs of students - 1st session to take place in October 2020, 2nd session in January 2021, 3rd session in March 2021. (15 teachers, I hr., at $25.00 an hours, 3 different sessions)				
	6400	510-Supplies	1401 - West Riviera Elementary School	School Improvement Funds		$225.00
		Notes: PD supplies = 3 ink cartridges for printers at $75.00 = $225.00				
					Total:	**$302,462.13**