Riviera Elementary School

2020-21 Schoolwide Improvement Plan

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Riviera Elementary School

351 RIVIERA DR NE, Palm Bay, FL 32905

http://www.riviera.brevard.k12.fl.us

Demographics

Principal: Mary Myers E

Start Date for this Principal: 1/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (50%) 2016-17: B (55%) 2015-16: B (55%)
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 Brevard 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-6	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	65%

School Grades History

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

School Board Approval

This plan is pending approval by the Brevard 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.

Our mission is to embrace, equip, and empower ALL for social and academic success. (Revised August 2019)

Provide the school's vision statement.

We are a community of productive citizens committed to creating a better tomorrow. (Revised August 2019)

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
Myers, Mary (Beth)	Principal	The principal will provide the vision and direction for the school through a shared leadership model, that includes discussion and collaboration with all of our stakeholders. She will communicate the school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing specific actionable feedback and coaching to teachers. The principal will ensure that instruction is standards aligned and that the goal is standards mastery across all subjects.
Grugan, Kelly	Assistant Principal	The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. She will communicate and lead professional development related to the "Vison for Excellent Instruction" school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school-based discipline plan and activities. Maintain high visibility within all areas of the campus and in all classrooms. Assist teachers in organizing classrooms for effective teaching. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Responsible for timely and accurate information they maintain and disseminate as part of their job responsibilities including district and state assessments, student attendance and other duties as assigned by the principal.
Harvey, Tammy	Teacher, K-12	Develop and manage positive behavior support systems and collaborate with school administration, teachers and families. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. Provide Tier 2 and 3 intervention in ELA to small groups. Meet with MTSS monthly to review student progress and make any necessary changes. Ensure Title I requirements are completed and we are in compliance in all areas. 80% of day will be spent providing Tier 2 and 3 intervention to students in grades K-6. 20% of the day will be spent on the other duties and responsibilities described above.
Brao Stephens, Daniela	Teacher, K-12	Develop and manage Title I plan and collaborate with school administration, teachers and families. Provide professional development for teachers and Title I instructional assistants related to the resources being used for intervention. Provide Tier 2 and 3 intervention in ELA to small groups. Meet with MTSS monthly to review student progress and make any necessary changes. Ensure Title I requirements are completed and we are in compliance in all areas. 80% of day will be spent providing Tier 2 and 3 intervention to students in grades K-6. 20% of the day will be spent on the other duties and responsibilities described above.
Piscia, Carrie	Attendance/ Social Work	Manages small social skills group counseling and works with the guidance programs. The school social worker program goal is to teach all students developmental social skills to be successful in school and in life. Work with families through the referral process to obtain services that can benefit their

Name	Title	Job Duties and Responsibilities
		student and family. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation
McAteer, Kirsten	Instructional Coach	The instructional coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify research based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.

Demographic Information

Principal start date
Wednesday 1/15/2020, Mary Myers E

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.*
4

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.*
8

Total number of teacher positions allocated to the school
57

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (50%) 2016-17: B (55%) 2015-16: B (55%)

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	63	67	85	74	70	70	73	0	0	0	0	0	0	502
Attendance below 90 percent	3	7	6	6	5	6	8	0	0	0	0	0	0	41
One or more suspensions	0	2	6	3	1	3	1	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	9	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	14	13	0	0	0	0	0	0	28

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	0	0	1	0	2	8	9	0	0	0	0	0	0	20

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	2	7	1	1	0	0	1	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/25/2020

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	86	109	85	88	79	86	96	0	0	0	0	0	0	629
Attendance below 90 percent	14	15	14	12	8	11	9	0	0	0	0	0	0	83
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	25	19	22	0	0	0	0	0	0	73

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	1	0	0	3	13	13	12	0	0	0	0	0	0	42

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	2	0	0	0	0	0	0	3

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	86	109	85	88	79	86	96	0	0	0	0	0	0	629
Attendance below 90 percent	14	15	14	12	8	11	9	0	0	0	0	0	0	83
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	25	19	22	0	0	0	0	0	0	73

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	1	0	0	3	13	13	12	0	0	0	0	0	0	42

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	2	0	0	0	0	0	0	3

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	50%	62%	57%	54%	63%	55%
ELA Learning Gains	57%	60%	58%	56%	60%	57%
ELA Lowest 25th Percentile	61%	57%	53%	43%	52%	52%
Math Achievement	60%	63%	63%	57%	64%	61%
Math Learning Gains	73%	65%	62%	61%	62%	61%
Math Lowest 25th Percentile	60%	53%	51%	52%	52%	51%
Science Achievement	60%	57%	53%	63%	56%	51%

	EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(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	48%	64%	-16%	58%	-10%
	2018	45%	63%	-18%	57%	-12%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	53%	61%	-8%	58%	-5%
	2018	46%	57%	-11%	56%	-10%
Same Grade Comparison		7%				
Cohort Comparison		8%				
05	2019	48%	60%	-12%	56%	-8%
	2018	43%	54%	-11%	55%	-12%
Same Grade Comparison		5%				
Cohort Comparison		2%				
06	2019	45%	60%	-15%	54%	-9%
	2018	33%	63%	-30%	52%	-19%
Same Grade Comparison		12%				
Cohort Comparison		2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	61%	-19%	62%	-20%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	58%	64%	-6%	64%	-6%
	2018	48%	59%	-11%	62%	-14%
Same Grade Comparison		10%				
Cohort Comparison		17%				
05	2019	67%	60%	7%	60%	7%
	2018	61%	58%	3%	61%	0%
Same Grade Comparison		6%				
Cohort Comparison		19%				
06	2019	65%	67%	-2%	55%	10%
	2018	58%	68%	-10%	52%	6%
Same Grade Comparison		7%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	56%	1%	53%	4%
	2018	55%	57%	-2%	55%	0%
Same Grade Comparison		2%				
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	23	45	41	32	66	59	41				
ELL	46	49	55	57	69	58	45				
BLK	35	56	53	42	71	61	41				
HSP	55	40	38	66	78	64	75				
MUL	86	73		70	79						
WHT	48	67	78	63	70	53	53				
FRL	47	55	59	57	70	60	56				
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	15	43	38	29	45	28	27				
ELL	43	59	60	55	53	23					
BLK	32	50	44	35	52	47	31				
HSP	55	55	42	57	62	31	48				
MUL	52	69		62	69						
WHT	40	42	45	51	54	50	62				
FRL	42	48	45	48	55	42	50				
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	27	27	18	24	46	39	36				
ELL	36	58	54	48	65	64					
BLK	36	50	40	40	61	57	40				
HSP	51	49	70	55	63	63	54				
MUL	63	68		71	74						
WHT	60	57	26	63	55	38	79				
FRL	52	53	43	55	60	51	64				

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	61
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	69
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	56
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	51
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	60

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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
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.

While Riviera improved in all school grade components, the area that showed the lowest performance and lowest growth from 2018 to 2019 was in ELA Achievement. Additionally, this is an area where Riviera's performance fell well below the District and State average. When looking further into ELA Achievement, the subgroup that showed the lowest performance was SWD, at only 23% making a Level 3 or higher. On ESSA this is also the subgroup that resulted in the lowest percentage (46%). Additionally, with distance learning brought on by COVID-19 for the last 2.5 months of the 2019-2020 school year, coupled with the months out for summer, the learning gap for our students in the SWD subgroup has widened more so than typical. This increases the need for instructional cohesiveness, progress monitoring and reteaching.

ELA Achievement was also a low performing area on the 2018 FSA. We believe there were several

contributing factors to the lower performance in ELA Achievement: lack of consistent collaborative planning, lack of a primary systematic phonics program, high percentage of students in separate class placement, and lack of focus on standards mastery.

Another subgroup worth mentioning as low performing was BLK. At only 35% proficiency in ELA, this is an area we think we can improve in. While the 35% was an improvement, it is not at an acceptable percentage.

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

When comparing the 2018 School Grade FSA results to 2019 results, Riviera improved in every area. However, when looking at the components by subgroup, the greatest decline was seen in ELA Learning Gains in the ELL and Hispanic subgroups (ELL: 59% to 49%, Hispanic: 55% to 40%). During the 2018-19 school year, Riviera saw an increase in the percentage of students that were non-English Speakers. There was an influx of students moving to the school from Puerto Rico as well as students whose native language is Portuguese.

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 data component that had the greatest gap when compared to the state average is ELA Achievement. Riviera scored 50% proficiency, in comparison to the District at 62% and State at 57%. However, this is a 5% improvement from 2018 results but a 4% decrease from 2017 results (54%). There are several contributing factors to the lower performance in ELA Achievement: lack of consistent collaborative planning, lack of a primary systematic phonics program, high percentage of students in separate class placement, and lack of focus on standards mastery.

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

Riviera showed improvements in all areas from 2018 to 2019 on the school grade components. The largest improvements are seen in ELA L25% (+15%), Math LG (+15%) and Math L25% (+16%). In math, Riviera implemented Eureka Math as its core math curriculum. We believe having a math curriculum that enabled teachers to deliver standards-aligned instruction resulted in the improvements in math. In ELA, a focus was placed on improving the quality of intervention received by our students who are in the lowest 25% category.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The EWS data components that showed the greatest areas of concern are the number of students that were Level 1 in ELA and/or Math on the 2019 FSA. In looking at this data, 17% of Riviera's students scored a Level 1 in ELA and/or Math. Despite this area of concern, this was an decrease of 4% in Level 1 students when compared to the 2018 FSA (21%).

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

1. Increase ELA Achievement
2. Increase SWD Achievement in ELA
3. Decrease % of students scoring Level 1 in ELA
4. Decrease % of students scoring Level 1 in Math
5. Increase BLK proficiency in ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	This area will focus on improving instructional practice specifically relating to ELA. This will include improving early reading skills, the teacher having a deep understanding of the ELA standard being taught, and improving writing skills. When focusing on these areas, reading achievement will improve. Instructional practice specifically relating to ELA was identified as a critical area of focus based on Riviera's ELA Achievement results. While this area is the lowest performing area on school grade components, it is also an area where Riviera's students perform lower than the district and state average.
Measurable Outcome:	Increase the percent of K-2nd grade students scoring on grade level on the end of year I-Ready Diagnostic by 40% compared to the beginning of the year. On the BOY i-Ready Diagnostic, 12.5% of students scored on grade level. On the EOY i-Ready Diagnostic, 52.5% will score on grade level. Increase the percent of students in 3rd-6th scoring Level 3 or higher on the 2021 FSA ELA compared to the 2019 FSA ELA by 3%. In 2019, 50% of students scored Level 3 or higher on the FSA ELA. In 2021, 53% will score Level 3 or higher on the FSA ELA.
Person responsible for monitoring outcome:	Mary (Beth) Myers (myers.mary@brevardschools.org)
Evidence-based Strategy:	The overall evidence-based strategy being implemented to improve instructional practice specifically relating to ELA is to implement standards-aligned instruction and improve the quality of instruction in reading. According to John Hattie, when teaching and learning are "visible" – that is, when it is clear what teachers are teaching and what students are learning, student achievement increases.
Rationale for Evidence-based Strategy:	Based on mid-year iReady Reading diagnostic data from 2019-2020, only 22% of K-6th grade students at Riviera scored on grade level and 59% were on track to make annual typical growth. This indicates that improvement is needed in Tier 1 instruction in reading.

Action Steps to Implement

Identify students' independent and instructional reading levels using the Fountas and Pinnell BAS (Benchmark Achievement System) to develop targeted small group reading lessons focused on improving areas of weakness. (T)

Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Provide daily phonics instruction using the Saxon Phonics program for students in K-2nd grade. (T)

Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Utilize WriteScore to assess student writing abilities and make instructional changes based on the results. Write Score lessons will be utilized to provide follow-up instruction to students based on the results. (T)

Person Responsible	Kelly Grugan (grugan.kelly@brevardschools.org)

Utilize a Standard Unpacking Form with K-6 teachers in ELA to develop a deep understanding of the focus standard being taught.

| **Person Responsible** | Mary (Beth) Myers (myers.mary@brevardschools.org) |

Meet weekly with teachers in grades K-6 (including ESE Resource Teachers) to develop Tier 1 whole group and small group lessons.

| **Person Responsible** | Kirsten McAteer (mcateer.kirsten@brevardschools.org) |

Conduct regular walkthroughs during ELA in order to provide feedback to teachers based on lessons planned.

| **Person Responsible** | Mary (Beth) Myers (myers.mary@brevardschools.org) |

Utilize Fountas and Pinnell Leveled Library with K-3rd graders in small reading group. (T)

| **Person Responsible** | Kirsten McAteer (mcateer.kirsten@brevardschools.org) |

Utilize Fountas and Pinnell Interactive Read Alouds with K-2nd grade during whole reading group instruction focused on the standards. (T)

| **Person Responsible** | Kirsten McAteer (mcateer.kirsten@brevardschools.org) |

Implement ASP tutoring and additional tutoring provided through the CARES Act with students in K-6 to provide remedial support in ELA and close achievement gaps.

| **Person Responsible** | Kelly Grugan (grugan.kelly@brevardschools.org) |

Conduct monthly MTSS meetings to include specific data based discussion and problem solving on SWD and BLK subgroups and attendance tracking.

| **Person Responsible** | Kirsten McAteer (mcateer.kirsten@brevardschools.org) |

Utilize i-Ready ELA Tools for Scaffolding Instruction in small reading groups for students in grades 3-6 in areas of weakness identified.

| **Person Responsible** | Kirsten McAteer (mcateer.kirsten@brevardschools.org) |

Provide PD during Collaborative Planning to teachers using TNTP's Scaffolding Strategies and Learning Acceleration Guide to be implemented in ELA.

| **Person Responsible** | Mary (Beth) Myers (myers.mary@brevardschools.org) |

Utilize Reading Counts and Star Fall with students to support independent reading. (T)

| **Person Responsible** | Mary (Beth) Myers (myers.mary@brevardschools.org) |

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	This area will focus on improving instructional practice specifically relating to collaborative planning. This will include having weekly collaborative planning with K-6th grade teachers, administration, and the literacy coach with the focus on improving ELA, math and science instruction. Instructional practice specifically relating to collaborative planning was identified as a critical area of focus based on Riviera's ELA Achievement results, low SWD Achievement in ELA, low BLK ELA Proficiency, and the percent of students scoring Level 1 in ELA and Math.
Measurable Outcome:	Riviera Elementary will improve ELA Achievement from 50% proficiency (2019) to 53% proficiency in 2021. Additionally, Riviera will improve ELA Achievement in the SWD subgroup from 23% proficiency (2019) to 26% in 2021. We will decrease the percent of students scoring Level 1 in ELA and/or Math by 2%, from 17% in 2019 to 15% in 2021 .
Person responsible for monitoring outcome:	Mary (Beth) Myers (myers.mary@brevardschools.org)
Evidence-based Strategy:	The evidence-based strategy is implementing weekly collaborative planning with instructional staff focused on developing a deep understanding of the standard being taught. This will include identifying the key concepts of the standard, misunderstandings, and checks for understanding related to the standard.
Rationale for Evidence-based Strategy:	According to work done by Fisher, Frey, and Hattie in Visible Learning for Literacy (2016), lessons should have clear learning intentions, have clear success criteria, the success criteria should indicate what quality looks like, and students should know where they stand in relation to the criteria for success. These lesson goals will be the focus of unpacking each focus standard taught during collaborative planning. iReady Reading Mid-Year Diagnostic data from 2019-2020 indicated only 42% of students improved in placement from the Beginning of the Year Diagnostic. Additionally, teachers were not planning weekly or consistently with the expertise of the literacy coach as support.

Action Steps to Implement

Develop and implement a weekly planning schedule for K-6 teachers to meet with administration, the literacy coach, and ESE teachers (T .5).

Person Responsible	Mary (Beth) Myers (myers.mary@brevardschools.org)

Provide structured support for planning including standards mapping, standards unpacking and the use of an online planbook for teachers. (T-Planbook)

Person Responsible	Mary (Beth) Myers (myers.mary@brevardschools.org)

Utilize standards mastery assessments from iReady to determine student mastery of the ELA and Math standards taught and reteach as needed. (T)

Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Utilize Write Score writing assessments to determine student mastery of writing standards taught and reteach as needed. (T)

Person Responsible	Kelly Grugan (grugan.kelly@brevardschools.org)

Utilize ESGI (Educational Software for Guiding Instruction) with Kindergarten to develop more informed lessons based on student data results. (T)

Person Responsible   Kelly Grugan (grugan.kelly@brevardschools.org)

Conduct weekly walkthroughs and provide feedback focused on the quality of standards-aligned instruction.

Person Responsible   Mary (Beth) Myers (myers.mary@brevardschools.org)

Meet once per month with K-6 teachers and the Title I Intervention team to plan intervention cycles based on data and focused on closing the achievement gap for all students, including SWD and BLK subgroups.

Person Responsible   Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Utilize Standards Focus Documents and standards based higher order questions when planning instruction during collaborative planning. Utilize Eureka materials to plan math instruction. (T)

Person Responsible   Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Meet with eLearning teachers once per month to provide training on best practices in this environment, using The Distance Learning Playbook (Fisher Hattie, & Frey) as the foundation for discussion.

Person Responsible   Mary (Beth) Myers (myers.mary@brevardschools.org)

Provide PD during Collaborative Planning to teachers using TNTP's Scaffolding Strategies and Learning Acceleration Guide to be implemented in ELA.

Person Responsible   Mary (Beth) Myers (myers.mary@brevardschools.org)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	This area will focus on providing differentiated instruction to meet the needs of all learners. Riviera's Students with Disabilities (SWD) is the subgroup that has the lowest achievement. The other subgroup we are focused on is African American. In addition, on our Early Warning Systems, the number of students that score a Level 1 in ELA continues to be a concern.
Measurable Outcome:	Riviera will increase student achievement in ELA in the SWD (23% to 26%) and BLK (35% to 38%) subgroups by 3 percentage points, as well as lower the number of students scoring Level 1 in ELA by 5% (20% to 15%).
Person responsible for monitoring outcome:	Mary (Beth) Myers (myers.mary@brevardschools.org)
Evidence-based Strategy:	Implement differentiation and intervention with all students. Hattie found that providing differentiation and intervention to students had an effect size greater than 1.0.
Rationale for Evidence-based Strategy:	On the 2019 FSA, 20% of Riviera's students scored a Level 1 in ELA. When looking further at ELA Achievement, the subgroup that showed the lowest performance was SWD, at only 23% making a Level 3 or higher. On ESSA the SWD subgroup also resulted in the lowest percentage (46%). In the BLK subgroup, only 35% were at ELA proficiency, a slight increase from 2018, which was at 32%. This shows that there is a need for differentiated instruction in ELA to meet the needs of all learners.

Action Steps to Implement	
Implement daily school-wide intervention with K-6 students with support from Title I teachers/support staff. (T)	
Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)
Implement daily additional intervention time for K-2nd grade students to provide additional support in ELA focused on improving areas of weakness and close the achievement gap. Utilize FSA Countdown materials and consumables during intervention. (T)	
Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)
Utilize Fountas and Pinnell Guided Reading Library for K-3rd grade guided reading groups. (T)	
Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)
Provide weekly collaborative planning and ongoing professional development with the literacy coach focused on guided reading groups.	
Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)
Utilize LLI with 1st-6th graders during intervention as appropriate and applicable. Monitor student progress weekly and make adjustments every 6 weeks to student groups. (T)	
Person Responsible	Daniela Brao Stephens (braostephens.daniela@brevardschools.org)
Meet monthly with classroom teachers and Title I Intervention Team to plan intervention cycles for the month based on data.	

Person Responsible	Kirsten McAteer (mcateer.kirsten@brevardschools.org)

Utilize 4 Title I Teachers and 3 Title I IAs to provide daily intervention in K-6th grade. The Title I Coordinator will meet weekly with the team to discuss progress of students and provide feedback to the IAs. (T)

Person Responsible	Daniela Brao Stephens (braostephens.daniela@brevardschools.org)

Implement weekly after school support in the areas of ELA and Math using CARES Act money and ASP money provided by the District. Students will be identified based on current level, with a focus on Level 1, BGL, and SWD and BLK subgroups.

Person Responsible	Kelly Grugan (grugan.kelly@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

Another priority based on the Needs Assessment is to improve our ELL achievement scores and decrease the number of Level 1's in ELA and/or Math. At this time, our ELL team consists of two teachers and three IA's. Our ELL team's daily schedule is created with administration and will focus on students who are currently working below grade level in reading and/or math. The ELL team will track student data based on iReady and Standards Mastery and provide additional support to students who show weaknesses on these assessments.

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.

According to our most recent parent survey, parents indicated a great improvement in communication. They feel well connected to what is happening at the school due to the information and communication provided in our weekly newsletter. The newsletter is done each week using the electronic program Smore and is sent electronically to all families. Additionally, on the parent survey, parents overwhelmingly responded they prefer coming to school for family fun events instead of academic-focused events. One largely attended event that was held this past school year was our Harvest Night. Community members, parents, and staff all helped make this event a school based, family fun event focused on building a positive school environment and involving all stakeholders. Some areas of improvement to make based on feedback from

the Parent Survey are offer more varied meeting times, and provide additional math support to students to lessen confusion. Riviera plans to offer more variety when holding parent meetings to meet the needs of our parents. Meetings will be held virtually this year due to restrictions related to COVID-19.

In order to also increase communication between home/school, student planners are provided to students as a way for the teacher to stay in daily contact with the parent. We also send home EDMAT Take home Skill Packs with students over winter break. This provides parents an opportunity to continue to work with their student on academic focused games during the time off of school. Because we cannot host parents on campus this school year for literacy events, we will host a drive-thru literacy event where students and parents will receive books to take home. The goal of these events and items sent home is to promote a positive school culture and environment focused on building relationships and improving academics for all.

On the YouthTruth survey from this past school year, Riviera's two highest scored areas according to students were in engagement and relationships. According to the survey, students felt very strongly that their teachers want them to do their best. This indicates that the students feel their teachers care and that the teachers have developed a positive school environment focused on relationships and learning. Riviera has implemented PBIS school-wide, which has resulted in increased positive relationships between students and staff. The area where Riviera's students indicated we need improvement is in culture. In looking deeper into these results, our 6th graders showed a significantly lower rating than grades 3, 4 or 5. This past year was a difficult one for our 6th graders in that they had multiple teacher changes throughout the year, which we believe impacted the lower rating.

In alignment with the BPS strategic plan, Goal 1, Obj 3 (Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.) the following will be implemented: PBIS implemented school-wide and Conscious Discipline implemented school-wide.

Parent Family and Engagement Plan (PFEP) Link

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