

The School District of Palm Beach County

West Riviera Elementary School



2021-22 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: 6/2/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">95%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">98%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	C	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
McKnight, Alisha	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.
Higgins, Shameka	Other	The Single School Culture Coordinator (SSCC) roles and responsibilities includes but is not limited to 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. The SSCC also monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. The SSCC uses existing data appropriately to diagnose and assess student needs as well as guide teachers in tailoring instruction to meet individual student needs.
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 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 department chair. The focus is to provide training that reflect the need of our teachers in order to increase capacity and student growth.
Moore, Cheryl	ELL Compliance Specialist	<ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>programs for all LEP students.</p> <p>7) Coordinates the school LEP Committee.</p> <p>8) Assists area ESOL Resource Teachers in implementing school-based ESOL inservice.</p> <p>9) Coordinates cultural harmony initiatives at the school.</p> <p>10) Establishes school data collection, analysis, and reporting systems to assess student progress.</p> <p>11) Coordinates and monitors schools' registration procedures to ensure that they are appropriate for LEP students.</p> <p>12) Collaborates with community agencies and organizations in assisting families to access available resources.</p> <p>13) Coordinates dissemination of translated documents to parents of LEP students.</p> <p>14) Provides training in ESOL strategies to school Community Language Facilitators and ESOL Aides.</p> <p>15) Meets on a monthly basis with ESOL Compliance Coordinators and ESOL Compliance Specialist to exchange information regarding ESOL issues.</p> <p>16) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased student achievement.</p>

Demographic Information

Principal start date

Sunday 6/2/2019, 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

46

Total number of students enrolled at the school

540

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	102	82	79	103	82	92	0	0	0	0	0	0	0	540
Attendance below 90 percent	0	42	44	52	26	35	0	0	0	0	0	0	0	199
One or more suspensions	0	1	1	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	32	60	57	51	74	0	0	0	0	0	0	0	274
Course failure in Math	0	16	38	56	48	68	0	0	0	0	0	0	0	226
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	31	40	20	0	0	0	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	38	16	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	32	60	67	84	65	0	0	0	0	0	0	0	308
FY21 ELA Winter Diag Level 1 & 2	0	0	0	61	56	80	0	0	0	0	0	0	0	197
FY21 Math Winter Diag Level 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	0	27	49	56	51	71	0	0	0	0	0	0	0	254

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	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	2	0	15	2	12	0	0	0	0	0	0	0	31

Date this data was collected or last updated

Thursday 9/22/2022

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	58%	57%	34%	57%	56%
ELA Learning Gains				46%	63%	58%	61%	61%	55%
ELA Lowest 25th Percentile				49%	56%	53%	56%	56%	48%
Math Achievement				59%	68%	63%	62%	65%	62%
Math Learning Gains				44%	68%	62%	82%	63%	59%
Math Lowest 25th Percentile				35%	59%	51%	78%	53%	47%
Science Achievement				36%	51%	53%	31%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison						
04	2021					
	2019	31%	62%	-31%	58%	-27%
Cohort Comparison		-38%				
05	2021					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	65%	5%	62%	8%
Cohort Comparison						
04	2021					
	2019	44%	67%	-23%	64%	-20%
Cohort Comparison		-70%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	51%	-15%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instruction decisions. If the rate at which a particular student is learning seems insufficient, the teacher can modify instruction. Various reports will be used to monitor and support student learning. Specific data will be used for the following:

- K-2: iReady Fall, Winter, Spring (Kindergarten not indicated below)
- Grades 3-5: ELA - iReady Diagnostics for Fall, Winter, Spring (ongoing USAs)
- Grades 3-5: Math - iReady Diagnostics for Winter and Spring (ongoing SuccessMaker Performance Reports & USAs)

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Unit Standardized Assessments (USAs) provides teachers data on how well the students have mastered the standard. USAs supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning. SuccessMaker is an adaptive learning program that continuously personalizes.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.7	10.0	33.3
	Economically Disadvantaged	15.4	10.4	34.8
	Students With Disabilities	0	0	0
	English Language Learners	5.3	0	21.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		46.4	62.0
	Economically Disadvantaged		46.3	60.5
	Students With Disabilities		28.6	50.0
	English Language Learners		52.4	50.0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8.0	13.4	17.00
	Economically Disadvantaged	8.1	13.8	17.4
	Students With Disabilities	16.7	30.8	23.1
	English Language Learners	0.0	3.7	8.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		56.8	49.0
	Economically Disadvantaged		57.5	49.5
	Students With Disabilities		50.0	42.9
	English Language Learners		47.8	34.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.8	23.3	21.6
	Economically Disadvantaged	30.1	23.6	22.1
	Students With Disabilities	13.3	6.3	12.5
	English Language Learners	13.6	18.2	13.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.6	31.9	26.5
	Economically Disadvantaged	45.8	32.6	27.6
	Students With Disabilities	25.0	6.7	0.0
	English Language Learners	40.0	32.1	25.8
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.0	8.9	9.8
	Economically Disadvantaged	18.6	9.2	10.1
	Students With Disabilities	12.5	0.0	12.5
	English Language Learners	12.0	4.2	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7	17.4	19.0
	Economically Disadvantaged	17.1	18.0	19.8
	Students With Disabilities	6.7	6.3	11.1
	English Language Learners	14.3	11.5	10.3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.5	9.5	8.1
	Economically Disadvantaged	15.7	9.8	8.3
	Students With Disabilities	0.0	0.0	11.1
	English Language Learners	0.0	0.0	0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.0	27.6	27.4
	Economically Disadvantaged	37.7	27.1	28.3
	Students With Disabilities	57.1	33.3	40.0
	English Language Learners	30.8	28.6	20.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	39.0	37.8	41.9
	Economically Disadvantaged	39.7	38.9	43.3
	Students With Disabilities	20.0	33.3	44.4
	English Language Learners	30.0	18.2	13.3
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14			26							
ELL	25	35		29	25		15				
AMI											
BLK	23	39	21	28	17	23	17				
HSP	25	33		27	22		17				
FRL	24	38	20	28	18	15	18				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	30

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	YES
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component indicating the lowest performance was math, which decreased from 57% to 32%. Contributing factors were the decline in 3rd grade, which decreased from 70% to 28%. 4th grade decreased from 44% to 19%. 5th grade decreased from 60% to 30%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component indicating the greatest need for improvement was math. The majority of students did not return to campus until the second trimester or later. In math, it is important for students to interact with the content through the use of manipulatives and other hands-on activities. When students finally returned to brick-and-mortar, classes were already preparing to take state assessments. Based on progress monitoring of diagnostic data, 3rd grade math and 4th grade ela showed the most significant decline by over 10% from the fall to spring. 5th Grade ell students for ela scored 0% in the fall, winter and spring.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the contributing factors for the decline in math is the majority of students were virtual until the date of assessment. Math was also taught at the end of the day. At that point, most students had logged off for the day.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There were no data components that showed improvement, however ELA had the smallest decrease, which was a total of 15% (from 37% to 22%). Math decreased 32% (from 57% to 25%) and Science decreased 20% (from 36% to 16%). Based off progress monitoring for diagnostic data, all 4th grade math students improved from Fall to Spring by 2.3% as well as Economically Disadvantaged (+2.7%) and Students with Disabilities (+4.6%). Fifth grade ELA students with disabilities improved from 0% in the Fall to 11% in the Spring. And 5th Grade science showed the most improvement in Science. All 5th Grade students improved from 39% to 41.9%. Economically disadvantaged students improved by 3.6% and students with disabilities improved by 20.4%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that led to a smaller margin of decline in ELA were reading and writing being scheduled in the morning, which is the time when most students were present for classes. After school tutorials focused on ELA as well as "lunch bunch" tutorials, spring break camp, and tutoring during fine arts were other measures used to mitigate further decline of scores.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the school departmentalized 4th and 5th grade based on teacher strengths. This enables teacher to focus on fewer content areas. Grades K-2 have a new curriculum

that focuses on foundational knowledge. This will increase the probability of success when students reach intermediate grade levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

WRES is participating in Project IGNITE which provides training and support for two demonstration teachers. The demonstration teachers will provide demonstration lessons, team teach in classrooms, observe and provide teachers with coaching and feedback, analyze data, and support the development of the school goals. PLCs and professional development will focus on planning, small group instruction, and tiered intervention.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Support through Project IGNITE will be provided over the course of three years. The TSL specialist will support the demonstration teachers; model lessons; support PLCs; schoolwide implementation requirements (ie SBT, PBS, SAI, ESE, ELL by coaching and observing the framework as it relates to grant)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: iReady data indicates that there is a need for foundational knowledge (phonics, phonemic awareness) for our students in all grade levels. Students are unable to read for comprehension in the intermediate grades due to the lack of a strong foundation. These skills are not taught in the intermediate grades outside of intensive intervention.

Measurable Outcome: The measureable outcomes for students in grades Kindergarten and 1st will be obtained by demonstrating a scale score of 34 – 45 growth points as measured by the end of year diagnostic. The measureable outcomes for students in 2nd grade will be obtained by demonstrating a scale score of 29 – 39 growth points as measured by the end of year diagnostic. The measureable outcomes for students in 3rd grade will be obtained by demonstrating a scale score of 24 – 34 growth points as measured by the end of year diagnostic.

Monitoring: The area of focus will be monitored by classroom walkthroughs, teacher observation, teacher feedback, and students’ weekly lessons. Teachers will adjust lessons in the domains based on student placement in the lessons. Student achievement will be measured through Benchmark Unit Assessments throughout the year. Teacher feedback during Professional Learning Communities and teacher planning will gauge progress towards the desired outcome.

Person responsible for monitoring outcome: Alisha McKnight (alisha.mcknight@palmbeachschools.org)

Evidence-based Strategy: The evidence based strategies implemented for this area of focus are modeling, guided practice, read alouds, shared reading and small group rotations. Daily instruction begins with a read aloud during which time the teacher models for students followed by shared reading. Phonics instruction is followed by reading and building vocabulary, writing and grammar. Daily practice in foundational skills will build a knowledge rich curricula that instills background knowledge while building a love for reading while creating lifelong learners.

Rationale for Evidence-based Strategy: The systematic building of a wide range of foundational skills and balanced literacy components are a prerequisite for literacy. B.E.S.T. Standards is the framework to help build knowledge in a rich curricula. This curriculum is vertically aligned across grade levels which provides the best return on investment. The materials consist of but are not limited to: mentor text, shared reading and poetry big books, extended reads, weekly unit assessments, small group reading materials for independent reading and conferring, reading and writing decodable consumables to practice phonics skills and context.

Action Steps to Implement

Weekly Professional Learning Communities

Person Responsible Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

Continuous Professional Development offered by the Curriculum Department

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

Monitoring Data on a Weekly Basis

Person Responsible Luis Lancho Fazio (luis.lanchofazio@palmbeachschools.org)

Data Chats with Teachers

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: FSA data indicates there is a critical need for improvement in ELA. There has been an overall decrease of 12%. Third grade experienced a 10% drop (38% to 28%). Fourth grade experienced a 19% drop (31% to 12%). Fifth grade experienced a 20% drop (46% to 26%).

Measurable Outcome: The measurable outcome the school plans to achieve is increasing ELA proficiency 13% (from 22% to 35%), increasing ELA learning gains by 10% (from 39% to 49%), and increasing ELA learning gains of the L25 by 20% (from 20% to 40%).

Monitoring: The area of focus will be monitored by classroom walkthroughs, teacher observations, and teacher feedback. Assessments (ie. FSQs ,USAs, iReady Diagnostics) will also be closely monitored.

Person responsible for monitoring outcome: Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

Evidence-based Strategy: The evidence based strategy being implemented for this area of focus is collaborative planning.

Rationale for Evidence-based Strategy: Collaborative planning allows teachers to work together to improve instructional practices. This is an opportunity to self-reflect on instructional delivery and recommend more effective instructional practices/strategies to address student needs, which will result in increased student academic success. There would also be greater consistency in planning and instructional delivery across each grade level.

Action Steps to Implement

Professional Learning Communities (PLCs)

Person Responsible Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

Professional Development

Person Responsible Cheryl Moore (cheryl.moore@palmbeachschools.org)

Coaching Cycle by demonstration teachers

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

Monitoring of district assessments

Person Responsible Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Academic year 2019, 36 students were documented with with 1 or more suspensions. The majority of those suspensions (19) were recorded in the 4th grade. We also documented 26 students with 2 or more referrals. Again 4th grade recorded the majority with 11 referrals. Although the data may be skewed for the academic year 2021 due to COVID 19, we documented 33 students with 1 or more suspensions.

The primary area of concern is fighting. The secondary area of concern is bullying. These concerns will be monitored by weekly tracking the number of referrals. Check ins will occur with the Assistant Principal and students with consistent behavior concerns. Guidance will provide strategies to all students during Fine Arts in regards to bullying and physical aggression. School Wide Positive Behavior System will track and reward positive behavior as well as improved behavior on a monthly basis. Students with frequent and/or teacher referrals will use a behavior plan system to track and reward daily positive behavior.

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.

In order to build a positive school culture and environment the school will implement the following:

Staff:

- Weekly updates
- Holiday celebrations
- Birthday acknowledgements
- Wellness activities
- SEL activity at the start of each faculty meeting

Students:

- Behavioral Health Professional
- Academic incentives
- Daily SEL activities
- Student mentoring

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administrative team will provide the following:

- Student mentoring
- Academic incentives
- Weekly updates
- Holiday celebrations
- Birthday acknowledgements
- SEL activity at the start of each faculty meeting

Wellness Committee will provide the following:

- Wellness activities

Behavior Health Professional will provide the following:

- Student mentoring
- Intensive Social Skills training
- Intervention support
- Check in/check out support
- Teacher assistance with behavior incentives

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$4,218.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	1401 - West Riviera Elementary School	Title, I Part A		\$4,218.00
			<i>Notes: Pencils for classroom and tutorial to support student learning (box of 24) Case of white copy paper to support student learning in the classroom and tutorial Earbuds to support student engagement and learning (replace earbuds as needed from student use) Yellow highlighters to support student learning for ELA skills Dry erase desktop Easel to support small group instruction Sticky notes to support writing and reading and monitor student learning in the classroom and tutorial</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$4,218.00