

Brevard Public Schools

Riviera Elementary School



2021-22 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
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 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%)
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 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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<http://www.riviera.brevard.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>66%</p>

School Grades History

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

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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.

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	Position 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. The principal will lead each grade level through collaborative planning weekly with the assistant principal and literacy coach.
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 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. The assistant principal will maintain high visibility within all areas of the campus and in all classrooms. She will assist teachers in organizing classrooms for effective teaching and investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. The assistant principal will also work alongside the principal and literacy coach to lead teachers through weekly collaborative planning.
Harvey, Tammy	Teacher, K-12	Develop and manage positive behavior support systems and collaborate with school administration, teachers and families regarding the PBIS program at Riviera. 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 daily. 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 regarding Riviera's Title I plan. 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
McAteer, Kirsten	Reading Coach	The reading coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. She will conduct

Name	Position Title	Job Duties and Responsibilities
		<p>teacher observations and/or walkthroughs and provide feedback that facilitates teacher reflection and growth. She will provide coaching cycles with specific teachers focused on improving ELA instruction. The reading coach 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. Professional development will focus heavily on the BEST Standards and new reading curriculum. The reading coach will work with teachers to analyze student data weekly, diagnose instructional needs and identify research based instructional strategies to close achievement gaps. She will work with the MTSS team weekly to analyze Tier 2 and Tier 3 data and assist in determining next steps. She will work alongside the principal and assistant principal weekly to work with teachers in collaborative planning focused on ELA.</p>
Lowe, Mariah	Attendance/ Social Work	<p>Manages small social skills group counseling and works with the guidance program at Riviera to provide targeted SEL assistance. The school social worker program goal is to teach all students developmental social skills to be successful in school and in life. She will work with families through the referral process to obtain services that can benefit their student and family. The social worker will work with the guidance counselor to monitor attendance, complete home visits as needed, and work with the family to assist in any areas hindering regular school attendance.</p>
Olagunju, Stephen	School Counselor	<p>The guidance counselor will lead the IPST (Individual Problem Solving Team) team to analyze student progress and determine if any additional support should be looked at to help the student close achievement gaps. He/she will work closely with the school social worker to analyze attendance data, meet with parents to develop a plan for improvement, and provide follow-up to ensure students are regularly attending school. The guidance counselor also provides counseling to students in small group or individually when recommended by a teacher or a need is shown.</p>

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

50

Total number of students enrolled at the school

616

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

7

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

4

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	87	80	69	90	83	73	70	0	0	0	0	0	0	552
Attendance below 90 percent	12	17	16	15	14	15	16	0	0	0	0	0	0	105
One or more suspensions	1	7	3	4	3	2	4	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	1	1	1	4	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	2	3	5	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	8	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	13	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	2	6	7	4	8	0	0	0	0	0	0	27
2021 FSA ELA/Math	0	0	0	2	29	28	27	0	0	0	0	0	0	86

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	13	21	0	0	0	0	0	0	0	0	35

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	5	7	2	1	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	1	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/17/2021

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	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

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	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

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				50%	62%	57%	45%	60%	56%
ELA Learning Gains				57%	60%	58%	51%	54%	55%
ELA Lowest 25th Percentile				61%	57%	53%	46%	46%	48%
Math Achievement				60%	63%	63%	52%	62%	62%
Math Learning Gains				73%	65%	62%	58%	59%	59%
Math Lowest 25th Percentile				60%	53%	51%	44%	49%	47%
Science Achievement				60%	57%	53%	54%	57%	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	48%	64%	-16%	58%	-10%
Cohort Comparison						
04	2021					
	2019	53%	61%	-8%	58%	-5%
Cohort Comparison		-48%				
05	2021					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-53%				
06	2021					
	2019	45%	60%	-15%	54%	-9%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	61%	-19%	62%	-20%
Cohort Comparison						
04	2021					
	2019	58%	64%	-6%	64%	-6%
Cohort Comparison		-42%				
05	2021					
	2019	67%	60%	7%	60%	7%
Cohort Comparison		-58%				
06	2021					
	2019	65%	67%	-2%	55%	10%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The iReady Diagnostic was used to compile the progress monitoring data below. Only those students that were present for each diagnostic were used for the comparison data so that the same students were tracked from Fall to Winter to Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	60%	85%
	Economically Disadvantaged	27%	59%	84%
	Students With Disabilities	40%	70%	100%
	English Language Learners	22%	56%	78%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	38%	65%
	Economically Disadvantaged	18%	40%	70%
	Students With Disabilities	10%	50%	70%
	English Language Learners	10%	10%	40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12%	37%	63%
	Economically Disadvantaged	12%	33%	60%
	Students With Disabilities	17%	33%	50%
	English Language Learners	0%	0%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	20%	47%
	Economically Disadvantaged	5%	19%	45%
	Students With Disabilities	0%	75%	100%
	English Language Learners	0%	60%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	68%	81%
	Economically Disadvantaged	37%	67%	77%
	Students With Disabilities	33%	60%	73%
	English Language Learners	22%	33%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	28%	52%
	Economically Disadvantaged	11%	28%	50%
	Students With Disabilities	6%	13%	19%
	English Language Learners	14%	14%	14%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	52%	62%
	Economically Disadvantaged	37%	51%	59%
	Students With Disabilities	21%	14%	29%
	English Language Learners	11%	44%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	28%	52%
	Economically Disadvantaged	11%	28%	50%
	Students With Disabilities	7%	27%	47%
	English Language Learners	0%	22%	44%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	52%	61%
	Economically Disadvantaged	36%	50%	57%
	Students With Disabilities	20%	13%	27%
	English Language Learners	13%	38%	38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	35%	49%
	Economically Disadvantaged	7%	31%	48%
	Students With Disabilities	13%	20%	33%
	English Language Learners	0%	25%	63%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	42%	50%
	Economically Disadvantaged	24%	39%	48%
	Students With Disabilities	14%	29%	29%
	English Language Learners	0%	0%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	30%	48%
	Economically Disadvantaged	7%	30%	48%
	Students With Disabilities	14%	29%	29%
	English Language Learners	0%	20%	40%

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	45	36		49	57						
ELL	47	74	82	51	65		56				
BLK	41	53	50	49	66	69	33				
HSP	44	67	80	56	67		71				
MUL	59			59							
WHT	57	56		67	69		44				
FRL	44	54	50	54	62	67	52				
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				

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	59
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	54
Total Points Earned for the Federal Index	472

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

When comparing 2019 FSA data to 2021 data, Riviera had the following drops: ELA Proficiency (50% to 49%), Math Proficiency (60% to 58%), Math Learning Gains (73% to 68%) and Science Proficiency (60% to 54%).

Although we showed minor drops from 2019 to 2021 (with the exception of Science, which had a larger drop), Riviera made gains in our ESE subgroup, that was our lowest performing subgroup in 2019. Of the students that are ESE (not including Gifted), 38% were proficient in ELA (compared to 23% in 2019) and 43% in Math (compared to 32% in 2019).

Another subgroup we closely monitor is our students that are English Language Learners. This year, when looking at all ELL students that were in attendance for both FTE's, 45% were proficient in ELA (compared to 45.9 in 2019) and 53% were proficient in Math (compared to 57.4% in 2019). When looking at Learning Gains, 75% made gains in ELA (compared to 48.7% in 2019) and 64% in Math (compared to 69.2% in 2019).

Riviera's Black subgroup showed the lowest ELA and Math Proficiency compared to other ethnic subgroups (40% in ELA and 43% in Math).

For primary students, the highest ELA and Math proficiency rates and growth (based on iReady) are seen in 1st Grade. The subgroups that showed the lowest growth according to iReady ELA and Math school-wide were ELL and SWD groups.

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

Riviera continues to show a need for increased ELA and Math Proficiency school-wide. In ELA, we have a large % of students scoring Level 2 on FSA or "yellow" based on i-Ready, putting them at just below proficiency. Of our students that were in attendance for both FTE's during 2020-2021, 37% scored Level 2 on ELA. In Math, we see that we have a much smaller % of Level 2 (16%) but have 27% scoring Level 1. Additionally, when looking at FSA and iReady data school-wide, the subgroups that show the lowest proficiency across each grade level are in Students with Disabilities (ESE), English Language Learners and students who are Black.

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

During the 2020-2021 school year, Riviera's attendance rate dropped lower than it has been previously. This is due to the COVID-19 pandemic, quarantining of students, and a lack of participation from students in eLearning. This resulted in many students not consistently attending school, receiving the intervention services needed, and missing out on Tier 1 instruction. Additionally, Riviera struggled to get substitutes during teacher and assistant absences. Therefore, staff from other areas had to be pulled to cover classrooms. This meant that the students they serve were not receiving the support they provide. Last year, our priority was to continue with intervention despite coverage shortages. We were successful the majority of the time in not cancelling intervention groups, which we believe helped Riviera maintain our scores in most areas.

This school year, we will continue to prioritize Tier 2 and 3 intervention, as well as focus on accelerating students in their learning. Teachers will front load skills students need to know/master what they have not yet mastered so that learning the new content/standard will result in more successful mastery of the grade level standard(s). When planning in weekly PLCs for collaborative planning, there will be planned discussion on acceleration and those students that need prerequisite skills prior to lesson delivery of the grade level standard. We will implement the new ELA curriculum, Florida Benchmark Advance, as our core curriculum for Tier 1 instruction. This program is aligned with the State Standards and provides the level of rigor necessary.

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

Based on the FSA ELA from 2019 to 2021, Riviera improved in Learning Gains from 57% to 60% and improved in ELA Learning Gains of the Lowest 25% from 61% to 62%. In Math, the FSA area that showed the most improvement from 2019 to 2021 was in Math Learning Gains of the Lowest 25%, which went from 60% to 66%.

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

This past school year, Riviera implemented collaborative planning school-wide as well as guided reading during the ELA block. Each week, grade level teams met with the Literacy Coach, administration, and ESE Resource Teachers to plan instruction in ELA and math focused on data and standards. Data from 2019 was disaggregated by student so that teachers knew exactly how many points a student needed to gain in order to receive a learning gain. Specific areas of weakness were identified and teachers focused on this when planning small group instruction. Additionally, a focus was placed on intervention and student progress during intervention. Grade levels and administration met monthly to review intervention data by student and to make changes to the intervention plan if students were not progressing. Additionally, Tier 2 and 3 intervention was prioritized so that it occurred daily. In our primary classes, an additional block of intervention was scheduled daily so that every student received this additional support (in addition to the 90 minute reading block).

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

This school year, we are focusing on acceleration of learning when meeting with teachers for collaborative planning. The question we will ask during planning of whole group, small group and intervention is "Will this help this student get back to grade level?" (TNTP). Students that need to know certain skills in order to master the grade level standard will work with the teacher in a small group so the teacher can provide remediation in these areas PRIOR to lesson delivery of the new standard. This work will be done using on-grade level materials to increase their exposure to content on-grade level. In math, we will utilize the prerequisite reports from iReady to plan acceleration groups. For ELA, accelerated learning will take place during whole group, guided reading, intervention, and our Academic Support Program. In writing, we will utilize the Write Score program and lessons to provide accelerated learning opportunities for students.

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.

Professional development with iReady will be done each semester to focus on acceleration. In math, the prerequisite reports will be analyzed and small group lessons will be done using the plans from the prerequisite reports. These will be planned during collaborative planning after the training with iReady. In ELA, professional development will take place through our PLC weekly planning sessions with each grade level. During this time, data will be analyzed and accelerated lessons planned to meet the needs of each student.

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

Riviera is on year 2 of Collaborative Planning and working closely with iReady consultants to analyze data and develop a plan for instruction. This is part of our weekly schedule and will continue beyond this year as it has shown to be beneficial to teachers and students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

This area will focus on improving instructional practice specifically relating to ELA. This will include improving early reading skills, implementing a new reading curriculum and new BEST Standards, improving writing skills, and working with teachers so they develop a deep understanding of the ELA BEST standard being taught.

Area of Focus Description and Rationale:

Instructional practice specifically relating to ELA was identified as a critical area of focus based on Riviera's FSA ELA Proficiency levels and our iReady Diagnostic results. Riviera fell below 50% ELA Proficiency on the 2021 FSA, falling to 49%, making it the lowest performing area out of the school grade components. The state average on the 2021 FSA ELA was 53% (grades 3-5) and the district average was 59% (grades 3-5), compared to Riviera's average of 42% ELA proficiency (grades 3-5). On the end of year iReady Diagnostic assessment in ELA, 45% of students in K-2nd grade scored on grade level, indicating a need to continue to strengthen our Tier 1 instruction in our primary grades as 55% were below grade level.

Measurable Outcome:

Increase the percent of K-2nd grade students scoring on grade level on the end of year i-Ready Diagnostic by 45% compared to the beginning of the year. On the BOY i-Ready Diagnostic, 30% of students in 1st-6th grade scored on Tier 1 (green). On the EOY i-Ready Diagnostic, 55% will score on Tier 1 (green).

ELA proficiency will increase, as measured by FSA ELA assessments from 49% (grades 3-6) to 51% (grades 3-6).

Student progress will be analyzed weekly on i-Ready to ensure students are passing lessons and progressing academically.

Monitoring:

Additionally, ongoing monitoring through the following measures will be done:

- iReady Diagnostic Growth (3x yearly) in Reading
- iReady Standards Mastery Assessments in Reading for 2nd to 6th Grade
- Write Score assessment will be done twice this school year to analyze writing in 4th-6th graders

Person responsible for monitoring outcome:

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

The overall evidenced-based strategy being implemented to improve instructional practice specifically relating to ELA is to continue to implement standards-aligned instruction and improve the quality of reading instruction for Tier 1, 2 and 3 students.

Evidence-based Strategy:

Overall Tier 1 ELA performance will improve through the following strategies:

1. Small group instruction to occur in ELA daily
2. Weekly planning of ELA Tier 1 instruction done with administration and the Literacy Coach
3. Utilize the Florida Benchmark Advance 2022 (K-5) and Florida Edition myPerspectives Florida English Language Arts (6) with K-6 students.

Overall Tier 2/3 ELA performance will improve through the following strategies:

1. Targeted Tier 2/3 intervention for students who are below grade level using LLI, PSI, PASI and Vocabulary Surge
2. Monthly data chat with teachers, administration and the Literacy Coach to determine effectiveness of intervention

3. Utilize iReady which is supported by Promising Evidence according to Evidence for ESSA.

TNTP's Opportunity Myth found "when students missing grade-level skills spent 50% of their time on tasks at their grade-level, they gained 7.3 months of additional learning as compared to students that did not receive this. When students spent the majority (81%) of their time on below grade-level tasks, this has a negative effect on learning." Our focus is on improving the quality of ELA instruction in whole group/small group to ensure teachers are presenting students with grade level instruction daily.

Rationale for Evidence-based Strategy:

49% of students at Riviera are proficient in ELA based on 2021 FSA ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support explicit instruction of vocabulary, phonics phonemic awareness, fluency and comprehension.

Students at Riviera arrive at varying ability levels. Driven by the iReady diagnostic, lessons in reading provide tailored instruction that meets students where they are and encourages them as they develop new skills.

Action Steps to Implement

Identify students' independent and instructional reading levels using the ORR (Oral Running Record) program from Benchmark and the Fountas and Pinnell BAS (Benchmark Achievement System, 6th grade) to develop targeted small group reading lessons focused on improving areas of weakness.

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

Utilize WriteScore to assess student writing abilities in 4th-6th grade and make instructional changes based on the results. Lessons from Write Score will be individualized and utilized to accelerate learning in writing. (T) In primary grades, utilize the Starfall Writing Journal to conduct daily writing activities.

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 BEST standard(s) being taught.

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

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

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

Utilize the leveled library from Benchmark and the Fountas and Pinnell Leveled Library to implement guided reading groups during the 90 minute ELA block.

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

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

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

Utilize iReady online instruction and Teacher Toolbox to plan accelerated lessons. Purchase additional laptops to support use of the iReady program. (T)

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

Provide 2 additional teachers and 3 additional instructional assistants daily to support the Lowest 25% subgroup and students identified as struggling to meet grade level expectations. (T)

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

Meet with teachers, interventionists, administration and the literacy coach monthly to analyze intervention data and regroup intervention to ensure each student is receiving instruction in the skills where they demonstrate deficits.

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

Utilize the Florida Benchmark Advance 2022 with K-5th grade and Savvas with 6th grade as the core reading curriculum to deliver Tier 1 instruction. Weekly collaborative planning takes place to ensure teachers are following the pacing and implementing the program with fidelity during the ELA block.

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

Utilize LLI, PSI, PASI and Vocabulary Surge to provide additional Tier 2/3 support and instruction during intervention.

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

See the other two Areas of Focus specific to the action items relative to collaborative planning and differentiation to support ELA instruction

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-6 (and biweekly with VPK) teachers, administration, ESE teachers 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 FSA ELA Proficiency levels, our iReady Diagnostic Results, and the percent of students scoring Level 1 on the FSA ELA and Math assessment. Additionally, collaborative planning was identified as a critical area of focus based on the drop Riviera saw in Statewide Science Assessment results on the 2021 test.

Measurable Outcome:

Riviera Elementary will improve ELA Proficiency/Achievement from 49% (2021) to 51% in 2022. Additionally, Riviera will improve Math Proficiency/Achievement from 58% (2021) to 60% in 2022.

We will decrease the percent of students scoring Level 1 in ELA by 2% from 17% (2021) to 15% in 2022.

We will decrease the percent of students scoring Level 1 in Math by 5% from 27% (2021) to 22% in 2022.

Increase the percent of K-2nd grade students scoring on grade level on the Reading EOY iReady Diagnostic from 18% (1st-2nd grade BOY) to 50%. Additionally, increase the percent of K-2nd grade students scoring on grade level on the Math EOY iReady Diagnostic from 8% (1st-2nd grade BOY) to 40%.

Increase the percent of 5th grade students scoring Level 3 or higher on the 2022 Statewide Science Assessment from 54% to 58%.

Student progress will be analyzed weekly on i-Ready to ensure students are passing lessons and progressing academically.

Monitoring:

Additionally, ongoing monitoring through the following measures will be done:

- iReady Diagnostic Growth (3x yearly) in Reading and Math
- iReady Standards Mastery Assessments in Reading and Math for 2nd to 6th Grade
- PENDA weekly progress results in grades 2-6
- District Science Assessment monitoring after each topic/unit assessment in 5th Grade

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 and planning instruction aligned to the standard. This will include identifying the key concepts of the standard, misunderstandings, and checks for understand 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. During the 2020-2021 school year, these lesson goals were the focus of each weekly collaborative planning session. Standards were unpacked and discussed. This school year, we are now teaching BEST standards in ELA so we will

continue to unpack the ELA standards using the same unpacking plan and plan instruction using the new ELA curriculum. In math, the focus will be on planning instruction that meets the rigor of the standards being taught.

Action Steps to Implement

Increase weekly collaborative planning time from 45 minutes to 60 minutes for K-6 teachers to meet with administration, the literacy coach (T .5), and ESE teachers.

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

Continue to implement structured support for planning including 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 in ELA and math to determine student mastery of the standards taught and reteach as needed.

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

Teachers will use instructional resources such as Write Score to improve instruction in writing. (T)

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

Conduct weekly walkthroughs and provide feedback focused on the quality of standards-aligned instruction as well as strategies and materials to increase student engagement so that they are responsible for doing the thinking the lesson demands. (T)

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.

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

2 additional teachers and 3 additional instructional assistants will use instructional resources and plans implemented from collaborative planning to support our Lowest 25% subgroup and students identified as struggling to meet grade level expectations. (T)

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

Utilize Standards Focus Documents, Overview Documents, and BEST Standards to develop higher order questions and plan instruction during during collaborative planning. Utilize Eureka materials to plan math instruction and Science scope and sequence to plan science.

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

Provide PD to teachers from iReady Consultant focused on developing math accelerated lessons using prerequisite math skills.

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

Utilize PENDA computer assisted instruction/program with students in grades 3-6 to complete two lessons per week. Plan small group lessons in science (5th grade) based on progress.

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

Purchase Promethean Interactive Board for 5th grade Science teacher to utilize during highly engaging lessons planned during collaborative planning. (T)

Person Responsible Kelly Grugan (grugan.kelly@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), English Language Learners (ELL), and students that are Black; the three subgroups that had the lowest achievement. In addition, the number of students that score Level 1 and 2 in ELA continues to be a concern.

Measurable Outcome: Riviera will increase student achievement in ELA in the SWD (38% to 40%), ELL (26% to 28%), and BLK (40% to 42%) by 2 percentage points, as well as lower the number of students scoring Level 1 and 2 in ELA by 2% (51% to 49%).

Riviera will increase student achievement in science on the 2022 SSA from 54% proficiency to 58% proficiency.

Student progress will be analyzed weekly on i-Ready to ensure students are passing lessons and progressing academically.

Monitoring: Additionally, ongoing monitoring through the following measures will be done:
 -iReady Diagnostic Growth (3x yearly) in Reading
 -iReady Standards Mastery Assessments in Reading for 2nd-6th Grade
 -BAS/ORR running record will be done (3x yearly) in Reading

Person responsible for monitoring outcome: Mary (Beth) Myers (myers.mary@brevardschools.org)

The overall evidenced-based strategy being implemented to improve instructional practice specifically relating to differentiation is to continue to implement daily guided reading groups and intervention in the area of reading.

Evidence-based Strategy: Overall Tier 1 ELA performance will improve through implementation of the following strategies:
 1. Small group instruction to occur in ELA daily focused on improving reading skills using on-grade level text.
 2. PENDA weekly progress results in grades 2-6
 3. District Science Assessment monitoring after each topic/unit assessment in 5th Grade

Overall Tier 2/3 ELA performance will improve through implementation of the following strategies:
 1. Targeted Tier 2/3 intervention for students who are just below or below grade level.
 2. Monthly data chat and review with teachers, administration and the Literacy Coach to determine effectiveness of intervention

Rationale for Evidence-based Strategy: Of the students that counted on the 2021 FSA ELA, 17% scored a Level 1 and 34% scored a Level 2. While the 17% is a decline from 2019, when Riviera saw 20% Level 1 on ELA, we must continue to focus on these students that are below proficiency. Riviera also continues to fall below 50% proficiency in the following subgroups: SWD, ELL, BLK. This shows there is a continued need for differentiated instruction in ELA to meet the needs of all learners. What was implemented last school year worked as we saw increases in proficiency in each of these subgroups so our plan is to continue to build on what was done last school year in this focus area. In the area of Science, Riviera declined in proficiency from 60% (2020) to 54% (2022).

Action Steps to Implement

Implement daily school-wide intervention with K-6 students with support from Title I teachers and Instructional Assistants. (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.

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

Utilize Fountas and Pinnell Guided Reading Library (K-3) and Benchmark Leveled Library (K-6) to provide instruction in guided reading groups daily.

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. (T .5)

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

Utilize LLI and 95 Percent materials with K-6th graders during intervention as appropriate and applicable. Monitor student progress weekly and make adjustments every 6 weeks to student groups. (T)

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

Meet monthly with classroom teachers, Title I Teachers and the Literacy Coach to analyze intervention data and plan intervention groups for the month.

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

Utilize 2 Title I Teachers and 3 Title I Instructional Assistants to provide daily intervention to K-6th graders. The Title I Teachers will meet weekly with the team to discuss progress of students and provide feedback to IAs. (T)

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

Provide ELA and Math academic support tutoring beginning in October and ending in April to target students in grades 3-6 that are working below grade level.

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

Utilize iReady My Path lessons with each student to provide remediation in specific areas of weakness.

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

Purchase additional laptops for student use for iReady. (T)

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

Purchase Promethean Interactive Board for 5th grade Science teacher to utilize during highly engaging lessons planned during collaborative planning. (T)

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

Utilize PENDA computer assisted instruction/program with students in grades 3-6 to complete two lessons per week. Plan small group lessons in science (5th grade) based on progress.

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

Riviera ranks #982 out of 1,395 elementary schools statewide in number of incidents reported based on 2019-2020 data. This puts Riviera in the high category. In looking at specific incident types, Riviera has the following rankings: Violent Incidents-Low, Property Incidents-Very Low, Drug/Public Order Incidents-Very High. In the Drug/Public Order Incidents category, there were 6 incidents of tobacco during the 2019-2020 school year. When looking at suspensions, Riviera decreased the total in-school and out-of-school suspensions from 2018 to 2019. In 2016, Riviera implemented PBIS school-wide but it was not implemented with fidelity across the entire school community until the 2019 school year. Extensive staff training was held and monthly follow-up meetings continue to be held. Riviera has school-wide expectations that are discussed daily on morning announcements so that there is common language and expectations used with all students. During monthly PBIS meetings, behavior and discipline data are analyzed for trends. Depending on the data, training with the staff (whole group or small group) is conducted if areas of concern are noted.

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.

Riviera is a Positive Behavior Intervention & Support school. We implement PBIS with fidelity across all grade levels, VPK-6th grade. Our students earn Starbucks for meeting or exceeding our school-wide expectations. Each month, a celebration is held for students who have earned a specific number of Starbucks. Additionally, monthly PBIS meetings are held with staff to analyze data and look for trends and a plan is made when there are concerns.

According to our most recent parent survey, parents indicated that they feel communication is strong between the school, the classroom teacher and home. The majority of parents communicate often with the teacher and receive school-wide information through our weekly newsletter utilizing Smore software (T).

This year, each grade level and/or teacher is sending out a monthly newsletter (at minimum) to each family that provides grade level/classroom specific news. This frequent communication continues to help Riviera build a positive school culture and environment because parents are aware of what is happening at school and can support in various ways at home.

Last year, Riviera purchased take-home reading and math packs for primary students from Edmat. This provided parents reading and math lessons and necessary materials to work on these areas at home. We had more parent involvement in this activity than any other last school year. Therefore, we are purchasing these take-home packs again (T) for primary and providing books and lessons for our intermediate students as well.

On our most recent YouthTruth Survey from this past school year, the area of Culture showed the greatest improvement. This is also an area where Riviera now ranks above the Brevard Schools average. It is our belief that school-wide implementation of PBIS, regular grade level assemblies focused on school culture and classroom environment, and a focus to build positive relationships with students helped this area to show so much growth.

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 continue to be implemented: PBIS school-wide and Conscious Discipline implemented school-wide. Riviera also employs a full-time school social worker dedicated to support students through SEL development. The social worker and school guidance counselor work together to provide training to students and staff on topics relating to SEL.

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

Principal: Sends out weekly parent newsletter informing parents of school happenings. Visible in the school during all parts of the day to facilitate creating an environment focused on student relationships and student academic achievement. Leads grade levels during assemblies focused on school culture and environment. Participate in Conscious Discipline training and monthly PBIS meetings.

Assistant Principal: Lead school through Conscious Discipline trainings and implementation plans, visible in the school during all parts of the day to facilitate creating an environment focused on student relationships and student academic achievement, participates in grade level assemblies focused on school culture and environment, attend monthly PBIS meetings.

PBIS Coach/Title I Teacher: Meet monthly with staff to analyze discipline data and discuss its affect on the school culture. Develop a plan with the PBIS team to support any staff member that needs assistance with fostering a positive culture in the classroom. Also responsible for planning and completed monthly PBIS student rewards.

Teachers: Send out monthly newsletters informing parents of key happenings in the grade level/classroom. Conduct parent conferences and remain in regular communication with parents, attend and participate in Conscious Discipline training, implement PBIS in the classroom.

School social worker and guidance counselor: Support teachers with Conscious Discipline and PBIS. Deliver SEL lessons and PD to students and staff. Work with students in small groups on social skills needed to be successful in the classroom and create a positive classroom environment.