Riviera Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: B (60%) 2017-18: C (50%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Myers, Mary (Beth)	Principal	Provide the vision and direction for the school through a shared leadership model that includes discussion and collaboration with each stakeholder group. The principal will communicate the school-wide expectations for instruction and support implementation of effective instructional strategies by observing, providing specific, actionable feedback and coaching teachers. The principal will ensure that instruction is aligned to the standards and that the goal is standard mastery across all content areas.
Harvey, Tammy	Assistant Principal	Support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholder groups. The assistant principal will communicate and lead professional development related to school-wide goals and expectations, as well as support implementation of effective instructional strategies by observing, providing feedback, and coaching teachers. She will communicate with parents regarding school-based discipline activities and the discipline plan. She will maintain high visibility in all areas of the classroom and campus, and complete all other job responsibilities assigned to her.
Brao Stephens, Daniela	Teacher, K-12	Develop and manage the Title I plan and collaborate with school administration, teachers and families regarding Title I information/offerings. Provide professional development for teachers and Title I instructional assistants related to resources being used for intervention. Provide Tier 2 and 3 intervention in ELA to small groups and work closely with the Title I instructional assistants to ensure they understand lessons they are delivering during intervention. Meet with MTSS monthly to review student progress and make necessary changes with the literacy coach. Ensure Title I compliance requirements are completed. 80% of her day will be spent providing Tier 2 and 3 intervention to students in K-6. 20% of the day will be spent on other duties and responsibilities described above.
Vlha, Patricia	Reading Coach	The reading coach will assist in the development and implementation of instructional plans focused on ELA that align to district, state and curriculum goals. She will conduct teacher observations/walkthroughs and provide feedback to teachers that facilitates teacher reflection and growth. She will provide professional development focused on aligning instruction and curriculum to state adopted standards in a delivery that promotes student engagement, rigor, and mastery of the standards. She will work with teachers to analyze data, diagnose instructional needs, identify researched based instructional practices, and close achievement gaps. The reading coach will model lessons, mentor teachers, and lead the reading PLC each week.
Lowe, Mariah	Attendance/ Social Work	The school social worker will manage small group/individual social skills lessons and counseling as well as work closely with the guidance counselor to ensure students that need support in developmental social skills are receiving that support. She will work with families through the referral process to obtain services that can benefit the family and/or student.

Name	Position Title	Job Duties and Responsibilities
Olagunju, Stephen	School Counselor	The guidance counselor will work closely with the social worker to identify students in need of small group/individual counseling. He will work with families through the referral process to obtain services that can benefit the student in the area. The guidance counselor will lead the IPST (individual problem solving team) process and monitor 504 compliance.

Demographic Information

Principal start date

Wednesday 1/15/2020, Mary Myers E

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

701

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	103	93	77	81	84	105	81	0	0	0	0	0	0	624
Attendance below 90 percent	1	11	14	5	10	13	11	0	0	0	0	0	0	65
One or more suspensions	1	5	5	1	2	12	6	0	0	0	0	0	0	32
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 2022 statewide FSA ELA assessment	0	0	0	5	24	26	13	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	26	36	20	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	5	5	28	21	8	0	0	0	0	0	0	67

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	1	22	29	12	0	0	0	0	0	0	67

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	6	3	5	1	3	1	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/15/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	61%	56%				50%	62%	57%
ELA Learning Gains	55%						57%	60%	58%
ELA Lowest 25th Percentile	41%						61%	57%	53%
Math Achievement	49%	49%	50%				60%	63%	63%
Math Learning Gains	52%						73%	65%	62%
Math Lowest 25th Percentile	36%						60%	53%	51%
Science Achievement	52%	60%	59%				60%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	53%	61%	-8%	58%	-5%
Cohort Comparison		-48%				
05	2022					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-53%				
06	2022					
	2019	45%	60%	-15%	54%	-9%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	61%	-19%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	58%	64%	-6%	64%	-6%
Cohort Comparison		-42%				
05	2022					
	2019	67%	60%	7%	60%	7%
Cohort Comparison		-58%				
06	2022					
	2019	65%	67%	-2%	55%	10%
Cohort Comparison		-67%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	49	30	29	35	21	29				
ELL	40	47	40	53	58		46				
BLK	38	45	39	45	48	31	38				
HSP	43	59	46	49	57	55	52				
MUL	45	61		31	53						
WHT	53	55	38	55	48	27	63				
FRL	43	54	41	47	51	38	50				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021 FSA data to 2022, Riviera dropped in every category: ELA Proficiency (49% to 46%), ELA Learning Gains (61% to 55%), ELA Lowest 25% (62% to 41%), Math Proficiency (58% to 49%), Math Learning Gains (68% to 52%), Math Lowest 25% (66% to 36%), and Science Proficiency (54% to 52%). This shows that our greatest drop was in our Lowest 25% in both ELA and Math.

Additionally, Riviera dropped in every subgroup area except the following, which showed increases: SWD ELA Learning Gains (36% to 49%) and ELL Math Proficiency (51% to 53%). The subgroup that had the largest drop from 2021 to 2022 in ELA Proficiency was Multiracial (59% to 45%) and in Math Proficiency was Multiracial (59% to 31%). In ELA Learning Gains, the subgroup that had the greatest drop from 2021 to 2022 was ELL (74% to 47%). In Math Learning Gains, the subgroup that had the greatest drop was SWD (57% to 35%).

Overall, the subgroups that showed the lowest ELA and Math Proficiency compared to other ethnic subgroups was Black (ELA) and Multiracial (Math). When looking at trends, Black was the lowest subgroup in proficiency in 2019 and 2021 in ELA.

For primary students, the highest Reading and Math proficiency rates and growth (based on iReady) are seen in Kindergarten and 3rd Grade (Reading) and Kindergarten and 2nd Grade (Math). The subgroup that showed the lowest proficiency was ELL.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

For the past several years, Riviera has continued to show a need for increased ELA and Math Proficiency school-wide. The area that has the greatest gap between school average and district average on the 2022 FSA was in ELA Achievement. In ELA, the majority of our students scored a Level 2, which has been the trend for the past two years. In Math, we continue to have a much lower % of students at Level 2, but see a big increase in our % of Level 1 students (33% from 24% in 2021).

The grade level that had the lowest % of ELA and Math Proficiency was 4th grade (30% ELA and 39% Math). In both ELA and Math, these percentages were dramatically lower than in other grade levels. The grade level that had the highest % of Level 1 in ELA was 3rd grade (33%) and in Math was 5th grade (39%).

Riviera also now falls below the 41% expectation on Federal Index in the Students with Disabilities category (at 35% from 43% in 2021).

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

Riviera continues to have a lower attendance rate than it did pre-pandemic. During the 2022 school year, the continued quarantines resulted in students not attending school and not receiving intervention services consistently. Riviera continued to struggle to obtain substitutes and classroom coverage due to staff absences. Therefore, staff from other areas had to be pulled to cover classrooms. This meant that the students they served were not receiving the support they normally provided. More often than in the 2021 school year, we had to use those teachers and assistants that support intervention in covering other classrooms when coverage from a substitute was not available. Furthermore, the grade level that showed the biggest need for improvement when compared to other grade levels was 4th grade, which had a lower Proficiency rate and lower Learning Gains.

This year, we have a Parent Attendance Liaison dedicated to promoting good attendance and working with parents to ensure students are attending school regularly. We will now have incentives for good student attendance for the classroom and individual student. We are actively focused on obtaining consistent, regular substitutes to cover classrooms in the event a teacher is absent so that other staff members are not pulled from their job responsibilities. Our Literacy Coach is working specifically with grade levels that showed lower than expected results to provide PD related to ELA, as well as additional support in the planning process. Our Math Coach is working with all grade levels to provide weekly planning and modeling support.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While Riviera dropped in every School Grade category, there was improvement in some areas by subgroup on the FSA. The area that showed the most improvement was SWD (Students with Disabilities), where Riviera saw an increase in ELA Learning Gains (from 36% to 49%).

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

Riviera continued to implement weekly collaborative planning with all teachers this past school year. These planning sessions included ESE teachers, who met regularly with grade level teachers, to analyze data, discuss areas of strength and weakness, and plan based on areas of weakness.

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

We will continue to focus on accelerated learning when meeting with teachers for collaborative planning. While we have many students that are considered below grade level in reading and/or math, these gaps will be focused on during intervention in small groups using lessons that strategically focus on closing the gaps. All students will work with the teacher in small groups in reading using on-grade level materials during the reading block. Lessons for whole group and small group will be planned with the literacy coach (who will also provide coaching and modeling) with accelerated learning in mind. In math, teachers will use data from daily exit tickets and other sources to pull students in small groups and provide remediation/pre-taught lessons prior to lesson delivery of the new standard or next standard. These lessons will be planned with our math coach weekly to ensure they are meeting the needs of the 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 in reading will focus on the five components of the FLDOE's Practice Profile for reading instruction: explicit instruction, systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction. This will be done through the PLC process with the literacy coach facilitating. Teachers will view videos of effective instruction focused on each of the five areas. The goal is to strengthen their quality of instruction happening in the core reading block by providing teachers PD that will help them develop a better understanding of how students learn to read and how to deliver a high quality reading lesson. The literacy coach will follow up with reading lesson planning support, modeling, and coaching focused on these 5 areas. In math, professional development will focus on the implementation of new math BEST standards, new math curriculum, and providing instruction that closes gaps and accelerates learning. This will be done with the support of a district math coach, who will lead PLCs weekly in math. She will also provide modeling and coaching in the area of math.

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 3 of implementation of collaborative planning. The literacy coach this year is new to the role at Riviera and will focus on planning, modeling, coaching and feedback during reading. We are moving from a one day a week collaborative planning model to two days a week to ensure adequate time is spent focused on ELA and math. The math coach is new to the role this year as well. Both collaborative planning days/times are built in to our weekly schedule and will continue beyond this year.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area will focus on improving instructional practice specifically relating to Math. This will include improving math skills, implementing a new math curriculum, understanding B.E.S.T. standards in Math, and working with teachers so they develop a deep understanding of the Math B.E.S.T standard being taught and how to determine student mastery and reteach when needed. Instructional practice specifically relating to Math was identified as a critical area of focus based on Riviera's FSA Math Proficiency levels and Learning Gains and our iReady Diagnostic results. Riviera fell below 50% Math Proficiency on the 2022 FSA, falling from 58% to 49%. This is also well below the State Math Proficiency rate of 57%. The Learning Gains of the Lowest 25% in Math on the 2022 FSA fell from 66% to 35%, making this School Grade Component the largest drop for Riviera. On the end of year iReady Diagnostic assessment in Math for K-2, 62% of Kindergarten students were on or above grade level, 20% of first graders, and 31% of second graders. These results indicate a need to continue to strengthen our Tier 1 instruction in all grade levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percent of K-2nd grade students scoring proficiency on the end of year STAR Math Assessment by 15% from PM1 to PM3. On the STAR Math Assessment for PM1, Riviera had the following Proficiency rates for K-2nd: KG: 45%, 1st:61%, 2nd: 40%, Overall 49%. On PM3, the overall Math Proficiency rate for K-2nd will increase to 64%. Increase the percent of 3rd-6th students scoring proficiency on PM3 of the FAST Math Assessment from 49% (2022 FSA) to 58%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress will be analyzed weekly on iReady for K-6th graders to ensure students are progressing academically and closing gaps in their skills. iReady Diagnostic Growth will be done twice in Math for K-6th graders to determine proficiency. PM 2 will be done in January for K-2nd (STAR Math) and 3rd-6th (FAST Math) to determine the student's current proficiency level. Daily math exit tickets will be done in the classroom to measure student mastery of the skill/standard that was taught so that reteach can occur when a deficiency is evident.
Person responsible for monitoring outcome:	Mary (Beth) Myers (myers.mary@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based	The overall evidence-based strategy being implemented to improve instructional practice specifically relating to Math is to implement standards-aligned instruction and improve the quality of math instruction for Tier 1 students. Overall Tier 1 Math performance will improve through the following strategies: 1. Weekly planning of Math Tier 1 instruction done with administration and a Math Coach.

strategy being implemented for this Area of Focus.	2. Utilize the Florida Reveal (K-5th) and Florida EdGems (6th) curriculum with all students. 3. Implement small group math instruction for students showing a need for additional support on exit tickets. 4. Utilize iReady Instructional Path each week for students in grades K-6. Analyze results from student progress monthly to determine effectiveness of closing gaps.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The National Council of Teachers Teachers of Mathematics found that research suggests two areas of impact for mathematics coaching: improving teacher instructional practice and improving student achievement. Additionally, utilizing a high quality math curriculum has proven to improve student performance as long as the teacher has a deep understanding of the standard being taught. Florida Reveal and EdGems received green ratings across all three gateways: Focus and Coherence, Rigor and Mathematical Practices, and Usability according to EdReports.org. 49% of students at Riviera are proficient in Math based on the 2022 FSA Math Achievement data. Implementation of high quality Math instructional materials with fidelity, weekly systematic planning with a math coach will improve math achievement and proficiency. Students at Riviera have varying ability levels in math. Driven by the iReady diagnostic, lessons in math provide tailored instruction that meets students where they are and encourages them as they develop new skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase weekly collaborative planning time from 60 minutes to 80 minutes for K-6 teachers. 40 minutes weekly will be dedicated to planning math instruction.

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

Utilize district math coach during weekly collaborative planning sessions. Math coach will provide planning support, co-teaching, modeling and feedback to K-6 teachers.

Person Responsible	Mary (Beth) Myers (myers.mary@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 students are responsible for doing the thinking the lesson demands (T).

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

Implement Florida Reveal Math (K-5) and Florida EdGems (6th) with support provided from the math coach on planning.

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

Continue to implement structured support for planning including the use of an online planbook for teachers (T).

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

Utilize iReady online instruction and Teacher Toolbox to plan accelerated lessons.

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

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

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

Small groups will be strategically pulled daily based on exit ticket results to provide students additional small group lessons focused on the specific standard where a weakness is evident. Math manipulatives (T1) will be used in small group instruction to provide hands-on learning.

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

Teachers will use technology (e.g. Promethean Boards (T)) and student devices with headphones (T) to improve student math engagement.

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

Implement walkthrough look-fors in the area of math to provide focus for feedback.

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

Implement math small group instruction daily. Groups will be fluid and based off daily exit ticket results and to provide accelerated learning opportunities.

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

Provide teachers a well defined math block to ensure all components of the lesson are taught in a timely manner.

Person Responsible   [no one identified]

Provide manipulatives and supplies to support hands on math experiences in the classroom during instruction. (T)

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area will focus on providing differentiated instruction to meet the needs of all learners, specifically our Students with Disabilities. Based on 2022 FSA results, Riviera's Federal Index rating dropped below the 41% expectation to 35% in the Students with Disabilities subgroup. On the 2022 FSA, Riviera's Students with Disabilities subgroup had an ELA Proficiency rate of 32.3 % (down from 44.7% in 2021). In Math, Riviera's Students with Disabilities subgroup had a Math Proficiency rate of 28.5% (down from 48.9% in 2021).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Riviera will increase student achievement in ELA in the SWD subgroup from 32.3% to 41% and will increase student achievement in Math in the SWD subgroup from 28.5% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress will be analyzed throughout the school year using the following tools: 1. STAR (K-2nd) and FAST (3rd-6th) Reading and Math Assessments PM 1, PM2 and PM3. 2. iReady Diagnostic Growth 1 and 2 in Reading and Math for K-6 students. 3. Lexia BOY to EOY growth.
Person responsible for monitoring outcome:	Mary (Beth) Myers (myers.mary@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The overall evidenced-based strategy being implemented to improve academic achievement in the SWD subgroup is to implement the researched based intervention program Lexia (reading) and small group explicit math instruction daily. Every six weeks, data chats will be done with teachers and coaches to determine the effectiveness of intervention and small group math instruction that is targeted on SWD. Additionally another resource teacher focused on providing support to ESE students will be added to our current staff.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Lexia will be utilized as Tier 2/3 intervention, which has a strong level of evidence to increase student achievement in reading. It is a systematic and structured approach to the six critical areas of reading and aligns with phonemic awareness, phonics, fluency and B.E.S.T. Standards. Differentiated instruction through the use of small groups and ESE resource teachers has been identified as a core component of strong instruction. This will increase student access and opportunities to meet specific learning goals and close achievement gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement daily intervention block for K-6 students to provide intervention using Lexia for SWD.

Person Responsible	Patricia Vlha (vlha.patricia@brevardschools.org)

Provide PD on Lexia to those providing intervention instruction using this program.

Person Responsible	Patricia Vlha (vlha.patricia@brevardschools.org)

Meet every 6 weeks with classroom teachers, Title I teachers, and the literacy coach to analyze intervention data and plan intervention groups for the following cycle.

Person Responsible	Patricia Vlha (vlha.patricia@brevardschools.org)

Hire additional ESE resource teacher to better support the needs of students and teachers of SWD.

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

Meet weekly with classroom teachers and the math coach to provide planning on math small groups focused on SWD.

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

Student will write reflection sheets where they set goals based on PM1 data.

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

ESE teachers push in to gen ed classroom to scaffold and support SWD with on grade level work.

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

Implement Lexia intervention with SWD who are below grade level in reading.

Person Responsible	Patricia Vlha (vlha.patricia@brevardschools.org)

Implement data chats with students after each FAST assessment to discuss areas of strength/weakness and set goals for improvement.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

D3 iReady data from 21-22 shows that 37% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment. Weekly ELA planning sessions with teachers need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer of instruction into demonstrating mastery on statewide ELA assessments.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

21-22 FSA Data shows 59% of 3rd Graders, 70% of 4th Graders and 45% of 5th Graders scored below grade level in ELA (Levels 1 and 2). Increasing primary literacy achievement so that gaps will not be as prominent in grades 3-5 will be done with weekly ELA planning sessions with teachers in all grade levels. These planning sessions will need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer of instruction into demonstrating mastery on statewide ELA assessments.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Short Term-From FAST-STAR-PM1 to PM2, literacy achievement will increase by 15%.
Long Term-By the Spring 2023 FAST, literacy achievement will increase by 30% from PM1 to PM3.
KG: 49% to 60%
1st grade: 49% to 60%
2nd grade: 40% to 51%

Grades 3-5: Measureable Outcome(s)

Short Term-From FAST PM 1 to PM2, literacy achievement will increase by 10%.
Long Term-By the Spring 2023 FAST, literacy achievement will increase by 20% from PM1 to PM3.
3rd grade: 38% to 51%
4th grade: 29% to 51%
5th grade: 54% to 55%
6th grade: 56 % to 57%

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor PM1 and PM2 on the FAST, as well as iReady Diagnostic 1 and 2 results. We will conduct walkthroughs and provide feedback, utilize Benchmark Advance Assessments, and use intervention data to determine strength of the intervention program. Intervention instruction will specifically target identified gaps students demonstrate.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will provide PD on the 5 Core Components from the FLDOE Literacy Instruction Practice Profile through weekly Collaborative Planning. This will be ongoing throughout the first Semester. We are also implementing the use of Lexia as a Tier 2/3 intervention program, as well as continued use of Benchmark Advance.
5 Core Components:
1. Explicit Instruction-Introduces new content, concept or skill clearly and directly. Models the use of new or retaught content/concept/skill, provides auditory and visual examples, and offers frequent opportunities for guided and independent practice.
2. Systematic Instruction-Has a logical progression from simple to complex, gives opportunities for students to practice previous content to progress toward learning goals.
3. Scaffolded Instruction-Intentional, temporary support, open ended questions, examples
4. Corrective Feedback-Identifies student's misunderstanding relative to the target goal and feedback is given.
5. Differentiated Instruction-Adapting instruction in response to the needs of learners.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:
1. B.E.S.T. Standards Aligned
2. Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
3. Meet Florida's definition of evidence-based
4. Systematic and/or Explicit
5. Geared towards struggling readers with emphasis on foundational skills suck as phonological awareness and phonics.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Content coach will facilitate benchmark-aligned planning and professional development. Literacy Leadership: Develop content area planning protocols that will delineate expectations for benchmark-aligned instructional practices. Establish Principal-Coach partnership agreement to specify duties and activities of the coach and criteria for determining who the coach will work with in coaching cycles. Literacy Coaching: Lesson planning with teachers 2x per week, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats. Assessment-Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI/Running Records to monitor reading skills development. Meet every six weeks with coach and principal to analyze data and identify Tier 2/3 interventions for students not meeting expectations/benchmarks. Professional Learning-Literacy Coach will provide PD on evidence-based instructional practices to improve reading proficiency. Literacy coach will provide PD on Lexia intervention program, as well as develop/assist teachers will implementing instruction during intervention that is aligned to student weaknesses.	Myers, Mary (Beth), myers.mary@brevardschools.org
Develop and implement Walkthrough Tool to utilize during classroom walkthroughs with Literacy Coach and administration. Literacy Leadership-Define look-fors during reading block that are aligned to best-practices, evidence-based professional development on the five Core Components of Literacy Instruction. Clearly communicate expectations for look-fors with teachers at Riviera Elementary. Literacy Coaching-Model, co-teach, and engage in reflective conversations focused on feedback after classroom walkthroughs using the Walkthrough Tool. Assessment-Daily formative assessments are used to determine what scaffolds or differentiated instruction is needed. Professional Learning-The Literacy Coach will provide job-embedded PD and side by side coaching focused on the look-fors in the Walkthrough Tool. Ensure that time is provided for teachers to meet weekly for feedback and professional development.	Myers, Mary (Beth), myers.mary@brevardschools.org
Implement Tier 2 and Tier 3 intervention daily to close achievement gaps in reading using Lexia. Utilize 5 Title I instructional assistants and 1 Title I teacher to provide intervention support K-6. (T) Literacy Leadership-Meet every 4-6 weeks with classroom teachers, admin and literacy coach to analyze data and determine intervention effectiveness/plan for the next cycle. Literacy Coaching: Provide coaching and feedback on intervention lesson delivery. Assessment-Teachers and instructional assistants will conduct weekly assessments based on the identified area of weakness for each intervention group. Professional Learning-Literacy Coach will provide PD on evidence-based instructional practices and programs to utilize during intervention based on student areas of weakness. Supplies for this include chart paper (T) etc.	Myers, Mary (Beth), myers.mary@brevardschools.org
Write Score will be used to improve the reading/writing connection (T) and anchor charts will be created and utilized to provide additional visual learning opportunities (T).	Myers, Mary (Beth), myers.mary@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Riviera is a Positive Behavior Intervention and Support (PBIS) 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 at the end of the month, a celebration is held for students who have earned a specific number of Starbucks. Additionally, we hold monthly PBIS meetings with staff members. During these meetings, behavioral data are analyzed, trends are discussed, and a plan is made to address any concerns or negative trends. This school year, Riviera's PBIS team received Tier 2 PBIS training. Through this training and new process, students who are not showing success with our school-wide Tier 1 plan are placed in Tier 2 and a small group/more specific plan for these students is put in place. Data are collected and analyzed to ensure these students show behavioral improvement.

This school year, Riviera has also implemented school-wide Morning Meeting after staff members indicated this was something they felt would benefit the classroom culture and environment. During pre-planning all instructional staff members received training on the parts of Morning Meeting. Each day, the school day begins with Morning Meeting in the classroom and consists of a greeting, sharing, an activity, and the morning message.

On the most recent parent survey, 89% of parents reported they feel welcome at the school, up from 86% the previous school year. Most parents also reported that they feel communication is strong between the school and parent and the teacher and parent. School-wide, newsletters are sent home weekly to parents electronically using Smore(T). Parents have stated through the newsletter that email and texts are the best way to provide information to them so Smore was purchased and is used by each grade level and the school for this purpose. This frequent communication continues to help Riviera build a positive school culture and environment because parents are aware of what is happening and can support in whatever way they are able to.

For the past two years, Riviera has purchased take-home reading packs for primary students from Edmat. This provided parents reading lessons and necessary materials to work on these areas at home. We continued to have more parent involvement in this activity than in any other. Therefore, we are purchasing these take home packs again (T) for primary students.

On our most recent YouthTruth Survey from this past school year, the areas that had the highest overall results were Engagement (2.73 out of 3) and Relationships (2.54 out of 3). It is our belief that school-wide implementation of PBIS and Conscious Discipline and a focus to build positive relationships with students helped these areas have high scores.

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 at Riviera: PBIS school-wide for Tier 1 and Tier 2, Conscious Discipline, and Morning Meeting. Riviera also employs a full-time school social worker dedicated to support students through SEL development. The social worker and 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 school culture and environment.

Principal: Sends out weekly parent newsletter electronically informing parents of school happenings and ways to volunteer and support the school. 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 monthly PBIS meetings. Lead school through Morning Meeting training and follow-thru.

Assistant Principal: Lead school through PBIS Tier 2 training, visible in the school during all parts of the day to facilitate creating an environment focused on student relationships and support academic achievement. Participates in grade level assemblies focused on school culture and environment, attends monthly PBIS meetings.

PBIS Coaches: 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 completing monthly PBIS student rewards and facilitating PBIS Tier 2 training/implementation.

Teachers: Send out monthly newsletters informing parents of key happenings in the grade level/classroom. Promote parent involvement in school events and encourage parents to volunteer at pre-determined events. Conduct parent conferences and remain in regular communication with parents. Conduct daily Morning Meeting with students and implement PBIS in the classroom.

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

Parents: Parents provide input on the Parent-Student-School Compact that is created each year. This compact identifies the role parents play in their student's education and the support they will provide students throughout the school year. Parents are able to be involved in the process of creating the compact through SAC, the annual Title I Meeting, and through surveys.