

Brevard Public Schools

Riviera Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Riviera Elementary School

351 RIVIERA DR NE, Palm Bay, FL 32905

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 and actionable feedback, and coaching teachers. The principal will ensure that instruction is aligned to the standards and that the goal is standard mastery in all content areas. The principal will analyze data to determine the effectiveness of instruction and assist teachers in making adjustments to instruction as necessary.
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.
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 and coaching 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, as well as improve the quality of instruction in ELA. 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.
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/offering. 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 and Math to small groups and work closely with the Title I instructional assistants to ensure they understand lessons they are delivering during intervention and the overall goals for the student. 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.
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

Name	Position Title	Job Duties and Responsibilities
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the area. The guidance counselor will lead the IPST (individual problem solving team) process and monitor 504 compliance.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders (school leadership team, teachers, staff, parents and community leaders) are involved in the development of our SIP.

During the summer, a team that included the school leadership team and parents met to analyze end of year 2023 student data. The Comprehensive Needs Assessment for Title I was completed based on the analysis of data and conversations held focused on areas of needed improvement, possible causes for the data in Riviera's lower performing areas, and the goals and plan for improvement. The information gathered to complete the CNA is also used in development of the SIP.

During the first SAC meeting of the school year, end of year data for last school year is reviewed with the team, along with the Title I Comprehensive Needs Assessment. The SAC team includes parents, staff members and community leaders. The previous year's SIP is briefly reviewed to discuss achievement of goals set. Input is then gathered from the SAC team on areas for improvement for this school year, as well as strategies to assist in improvement in each of the identified areas. Information gathered from the SAC team is used when developing the SIP.

Additionally, teachers, staff, and parents completed surveys specific to their role as a stakeholder last school year. Teachers and staff completed the Insight Survey and parents completed the Parent Survey. The results of these surveys are shared during SAC meetings. The results are then analyzed and knowledge gained from this analysis is used in the development of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for implementation through the use of weekly PLCs, classroom walkthroughs, agendas from professional development that are aligned to the action steps in the SIP, and during SAC meetings as indicated on agendas.

Riviera's professional development this year will be launched during preplanning, with a focus on the Science of Reading. On-going professional development with follow-up will take place during weekly ELA PLCs. PLCs will occur twice a week with all grade levels, K-6. The ELA PLC will be led by the school literacy coach and the math PLC will be led by the district supported math coach. During PLCs, the focus will be on working through the action steps in the SIP, analyzing progress towards achieving SIP goals, and the impact on student achievement. The STAR, FAST, district assessments and school based assessments will be used for this analysis of impact. Areas of strength and weakness in whole

groups of students, as well as in those subgroups with the greatest achievement gap will be reviewed and discussed. For continued areas of weakness, any revisions needed to the SIP plan will be made, in collaboration with the PLC team and school leadership team.

Classroom walkthroughs will occur, at minimum, biweekly from the principal, assistant principal, and literacy coach. The action items from the SIP that are applicable during walkthrough observations will be monitored for implementation and follow-up feedback will be provided to the teacher.

SAC Meetings will be held monthly. After each STAR/FAST test, results will be analyzed and shared with SAC as evidenced in SAC agendas. The SAC team will review identified areas of improvement, as indicated in the SIP, progress towards the action steps and goals. Follow-up conversation will be held on any revisions that need to be made in order to achieve the goals identified in the SIP.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	18	22	21	7	13	14	15	0	0	110
One or more suspensions	0	8	2	3	3	9	16	0	0	41
Course failure in English Language Arts (ELA)	0	0	0	1	5	2	12	0	0	20
Course failure in Math	0	0	0	0	6	6	11	0	0	23
Level 1 on statewide ELA assessment	0	0	0	3	16	26	18	0	0	63
Level 1 on statewide Math assessment	0	0	0	0	4	21	32	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	1	9	14	28	0	0	56

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	7	7	3	0	1	1	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	11	14	5	10	13	11	0	0	65
One or more suspensions	1	5	5	1	2	12	6	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	5	24	26	13	0	0	68
Level 1 on statewide Math assessment	0	0	0	4	26	36	20	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	5	28	21	8	0	0	67

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	11	14	5	10	13	11	0	0	65
One or more suspensions	1	5	5	1	2	12	6	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	5	24	26	13	0	0	68
Level 1 on statewide Math assessment	0	0	0	4	26	36	20	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	5	28	21	8	0	0	67

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	58	53	46	61	56	49		
ELA Learning Gains				55			61		
ELA Lowest 25th Percentile				41			62		
Math Achievement*	55	58	59	49	49	50	58		
Math Learning Gains				52			68		
Math Lowest 25th Percentile				36			66		
Science Achievement*	56	58	54	52	60	59	54		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	60	54	59	68			54		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	53			
AMI				
ASN				
BLK	43			
HSP	47			
MUL	56			
PAC				
WHT	65			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	50			
AMI				
ASN				
BLK	41			
HSP	54			
MUL	48			
PAC				
WHT	52			
FRL	48			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			55			56					60
SWD	49			37			50				4	
ELL	50			61			58				5	60
AMI												
ASN												
BLK	42			45			41				3	
HSP	42			49			58				5	55
MUL	68			50			50				3	
PAC												
WHT	65			63			64				5	67
FRL	51			49			53				5	68

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	55	41	49	52	36	52					68
SWD	32	49	30	29	35	21	29					55
ELL	40	47	40	53	58		46					68
AMI												
ASN												
BLK	38	45	39	45	48	31	38					
HSP	43	59	46	49	57	55	52					67
MUL	45	61		31	53							
PAC												
WHT	53	55	38	55	48	27	63					75
FRL	43	54	41	47	51	38	50					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	61	62	58	68	66	54					54
SWD	45	36		49	57							30
ELL	47	74	82	51	65		56					54
AMI												
ASN												
BLK	41	53	50	49	66	69	33					
HSP	44	67	80	56	67		71					47
MUL	59			59								
PAC												
WHT	57	56		67	69		44					
FRL	44	54	50	54	62	67	52					55

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	59%	-1%	54%	4%
04	2023 - Spring	50%	61%	-11%	58%	-8%
06	2023 - Spring	56%	61%	-5%	47%	9%
03	2023 - Spring	48%	56%	-8%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	67%	-6%	54%	7%
03	2023 - Spring	58%	60%	-2%	59%	-1%
04	2023 - Spring	59%	61%	-2%	61%	-2%
05	2023 - Spring	41%	55%	-14%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	57%	-4%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance when compared to other grade levels at Riviera was in 3rd grade ELA Proficiency. Of the students that were in attendance for both FTE's, 49% were Proficient. When compared to the District 3rd grade ELA Proficiency rate of 56%, Riviera scored 9% lower than the average of other Brevard Public Schools' 3rd graders.

Historically, Riviera's 3rd graders have scored lower in Proficiency when compared to other grade levels. In 2022, Riviera's 3rd graders scored 41% Proficient in ELA, which shows we improved in Proficiency by 8% in 3rd grade. Contributing factors that led to Riviera's 3rd grade ELA performance results include: A lack of daily fluency building exercises, a need for professional development on improving Tier 1 instruction, increased planning time with the teachers and the literacy coach, and a need for strengthening foundational skills in primary grades.

When analyzing data in 3rd grade ELA, it was noted that 87% of Riviera's students that were reading 115 words per minute scored a Level 3 or above on the PM3 FAST ELA. Of the students that were

reading 74 words per minute or less, only 13% scored a Level 3 or above on the PM3 FAST ELA. This indicates a direct correlation between fluency rates and proficiency level.

In math, the data component that showed the lowest performance when compared to other grade levels was in 5th grade Proficiency. Of the students that were in attendance for both FTE's, 40% were Proficient. When comparing grade level Proficiency rates to the District, Riviera's 5th grade Math Proficiency score also showed the greatest difference, with the District's 5th grade Math Proficiency average being 55% (a difference of -15%). Additionally, the State 5th grade Math Proficiency average was 55%.

Contributing factors that led to Riviera's 5th grade Math performance results include: A need for continued professional development on improving Tier 1 math instruction among all grade levels, a lack of consistent Tier 2/3 math intervention, a lack of daily math fluency building exercises.

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

Riviera improved in every FAST data component for ELA and Math in all grade levels when compared to 2021-2022 data, including in our main subgroups.

The grade level that had the greatest discrepancy in school proficiency average compared to State average is 5th grade math. Riviera's 5th graders scored 40% Math Proficiency, compared to the State average of 50%, a negative difference of 15%. These students scored the lowest in Math Proficiency when in 4th grade as well. Riviera transitioned to a new math curriculum in 2022-2023 to use when teaching the standards, which typically comes with a transition period for teachers as they become comfortable with using it. Additionally, there continues to be a need for focused, weekly Math PLCs that allow teachers opportunities to plan math lessons with the district supported math coach.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is in 5th grade Math Proficiency. Riviera's 5th graders scored 40% Math Proficiency, compared to the State average of 50%, a negative difference of 15%. These students scored the lowest in Math Proficiency when in 4th grade as well. Riviera transitioned to a new math curriculum in 2022-2023 to use when teaching the standards, which typically comes with a transition period for teachers as they become comfortable with using it. Additionally, there continues to be a need for focused, weekly Math PLCs that allow teachers opportunities to plan math lessons with the district supported math coach.

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

Overall, Riviera's most improved data component was in ELA Proficiency. The ELA Proficiency in 2022-2023 was 57% (students that were in attendance for both FTEs), compared to 46% in 2021-2022. This is the highest ELA Proficiency Riviera has had for the previous 7 years. Additionally, when looking at students that were at Riviera in 2022 and 2023 and had test results, Riviera increased the % Proficient from 43% in 2022 to 59% in 2023, an improvement of 16%.

There were several new actions Riviera took this past school year to promote this increase: A new Literacy Coach who led our weekly ELA PLCs with a deep understanding of how to teach reading, the addition of using Lexia as a Tier 2 and 3 intervention, consistent implementation of the Benchmark curriculum to provide reading instruction on the Florida Standards, promoting the use of lessons built on the "I do, we do, you do" model, and providing students with increased opportunities to use cold read passages to answer higher order questions.

For Lexia, data analysis was done to determine the effectiveness of this intervention at Riviera. For students that were considered Tier 2, 14% were Proficient on the 2022 ELA FSA and 39% were Proficient on the 2023 ELA FAST. This is an increase of 25% ELA Proficiency in the same students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern when looking at Riviera's EWS data for 2022-2023 are: Students absent 10% for more days and Level 1 on statewide ELA assessment. Although Riviera decreased the # of ELA Level 1 students, this remains an area of focus.

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

1. ELA Proficiency
2. Math Proficiency
3. ELA SWD Proficiency
4. Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area will focus on improving instructional practice specifically related to Math. This will include improving math instructional skills, implementing math intervention, continuing to implement math PLCs, and continuing to utilize hands-on opportunities for students to increase their understanding of math standards.

Instructional area specifically relating to math was identified as an area of focus based on Riviera's 2022-2023 Math Proficiency results. Although the Math Proficiency increased from 49% in 2022 to 57% in 2023 (students that were in both FTEs), Riviera's math scores remain below our pre-pandemic proficiency averages and below the district average. Additionally, when looking at the STAR results for KG-2nd grade, Kindergarten students ended the year with 70% proficient, whereas 1st and 2nd grade ended at 53% and 42% respectively. These results indicate a need to continue to strengthen out Tier 1 math instruction at all grade levels and the need to add Tier 2/3 intervention for students that consistently demonstrate a deficiency in math.

Additionally, in 2022-23, 22% of Riviera's students were considered Students with Disabilities. Of the students that were in attendance for both FTEs, 41% were Proficient on the 2023 FAST Math (3rd-6th grade).

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.

Increase the percent of 3rd-6th students scoring proficiency on PM3 of the FAST Math Assessment from 57% (2023) to 62%.

Increase the percent of 3rd-6th students that are SWD scoring Proficiency on PM3 of the FAST Math Assessment from 41% to 47%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Math exit tickets will be done daily in the classroom to measure student understanding of the math standard(s) taught for the day. Reteach will occur when a student demonstrates a lack of understanding through the exit ticket.

Student progress will be analyzed weekly on iReady for K-6th graders to ensure students are progressing academically and closing gaps in their skills.

PM2 will be done in December/January for K-2nd (STAR Math) and 3rd-6th (FAST Math) to determine student's current level of proficiency and to monitor progress toward meeting the end of year goal. PM3 will be done in May for all students to determine the annual outcome in proficiency.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Reveal math curriculum, used for core instruction, meets the recommendations for ESSA evidence Tier 4 according to the Reveal math website. Evidence-based strategies embedded in this curriculum include: metacognition, sense-making, use of manipulatives/visual representations, development of problem solving skills, classroom discourse, productive struggle, fluency and clear instructional routines.

Reveal also contains an intervention component that will be implemented for students in K-5 that show a deficiency in math proficiency or in specific skills. For those in a Tier 2 or Tier 3 math intervention, as well as students that are SWD, the focus will be on explicit systematic instruction and the use of manipulatives and visual representations to reinforce skills taught and close gaps in learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Iris Center, a national center dedicated to improving education outcomes for all children, especially those with disabilities, through the use of effective evidence-based practices and interventions, once teachers have adopted a standards-based curriculum, the most effective way to teach concepts and procedures in math is to implement evidence-based practices. The Reveal math curriculum has these evidence-based strategies embedded into daily Tier 1 and Tier 2 math lessons.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Continue weekly collaborative planning in the area of math for 40 minutes each week for each grade level.

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

By When: Weekly all school year from September 2023-May 2024.

Utilize the experience and knowledge of the district math coach during weekly collaborative planning sessions. The math coach will provide planning support, co-teach, model and provide feedback to K-6 teachers. Additionally, math intervention will be planned each intervention cycle during the planning sessions.

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

By When: On-going all school year from August 2023-May 2024.

Increase K-6 intervention block from 30 minutes daily to 40 minutes daily. 20 of the 40 minutes will be devoted to Tier 2/3 math intervention for students that have shown a math deficiency.

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

By When: On-going all year from August 2023-May 2024

Implement Florida Reveal (K-5) and Florida EdGems (6th) with support provided from the math coach on planning to meet the depth of the standard.

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

By When: On-going all year from August 2023-May 2024

Utilize iReady online instruction in math for 45 minutes each week.

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

By When: On-going each week, August 2023-May 2024

Utilize daily math exit tickets to determine flexible small groups in math that focus on skills/standards where a weakness or deficiency is shown. Math manipulatives will be used in small group and whole group instruction to provide opportunities for hands-on learning.

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

By When: On-going daily from August 2023-May 2024

Provide manipulatives and visual representations to students daily to increase their understanding of the math concept/standard being taught. (T)

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

By When: On-going August 2023-May 2024

Purchase additional Promethean Boards for utilization in the classrooms to promote more hands on learning opportunities. (T)

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

By When: Order September 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area will focus on promoting a positive culture and environment that will result in increased student attendance.

This past school year, Riviera had 110 students (approximately 19% of K-6th graders), that were absent more than 10% (18 days) of the school year. Of these 110 students that are 4th-6th graders, 45% of them scored a Level 1 or 2 on the 2023 ELA FAST. This indicates a direct correlation between attendance and academic achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Riviera will decrease the number of students absent more than 10% of the school year by 30%, from 110 students to 77 K-6th Graders.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress in this area will be monitored through monthly attendance meetings with the administration, school guidance counselor and school social worker. Discussion of each student of concern will be documented in FOCUS and follow-up (parent letters, parent phone calls, check in with the student, incentive plans) will be assigned to a member of the team.

Person responsible for monitoring outcome:

Stephen Olagunju (olagunju.stephen@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Second Step is a curriculum utilized at the school. The goal is to prevent violence in schools by providing early training in empathy, impulse control, problem solving and anger management. Second Step is embedded into our daily Morning Meeting school-wide.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In a study by Neace and Munoz, schools using Second Step reduced their number of absences after one semester more than students in schools not participating in the program. Student level effects on number of unexcused absences was significant, qualifying Second Step for ESSA "Promising" category for attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schedule and meet the first of each month to review attendance data by student. Admin, school guidance counselor and the school social worker will be part of this team.

Person Responsible: Stephen Olagunju (olagunju.stephen@brevardschools.org)

By When: Beginning of each month, September 2023-May 2024.

For students that demonstrate attendance concerns, create a plan during the attendance meeting for follow-up and parent communication. Document plan in FOCUS.

Person Responsible: Stephen Olagunju (olagunju.stephen@brevardschools.org)

By When: Monthly, September 2023-May 2024

For students who fall below the district attendance expectation, a truancy referral will be completed and sent to the school's truancy officer.

Person Responsible: Stephen Olagunju (olagunju.stephen@brevardschools.org)

By When: On-going September 2023-May 2024

Utilize Second Step curriculum through Morning Meeting to focus on reducing unexcused absences.

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

By When: On-going September 2023-May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our school improvement plan has identified our subgroup that is below 41% on the Federal Index, which is Students with Disabilities. Teachers that support our students that are in the SWD subgroup are met with frequently to determine any needs they may have as related to our SIP goals and action steps. Money is allocated each year to support these needs as they arise from teachers.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

In primary grades, below are our end of year proficiency results from 2023:

Kindergarten: 80% of students Proficient as measured by the Kindergarten Literacy Survey (KLS)

1st Grade: 57% of students met DORF automaticity goal for fluency. 43% of students are not meeting the fluency expectation and thus would not be on track to score a Level 3 on the ELA FAST in 3rd Grade.

2nd Grade: 30% of students met DORF goal for fluency. 70% of students are not meeting the fluency expectation and thus would not be on track to score a Level 3 on the ELA FAST in 3rd Grade.

As shown above, our students end Kindergarten strong but do not maintain their proficiency through 2nd grade, which results in low Proficiency scores in 3rd grade as well. This indicates a need to strengthen primary Tier 1 instruction as well as intervention and to increase teacher capacity in reading instruction.

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

Riviera continues to fall below the District ELA Proficiency average overall. In 2023, Riviera had the following Proficiency results (students that were in attendance for both FTEs) when compared to the District:

3rd Grade: 49% (Riviera) and 56% (District). 51% below Level 3.

4th Grade: 54% (Riviera) and 62% (District). 46% below Level 3.

5th Grade: 63% (Riviera) and 58% (District). 37% below Level 3.

6th Grade: 60% (Riviera) and 60% (District). 40% below Level 3.

Total: 57% (Riviera) and 59% (District). 43% overall below Level 3.

As you can see above, 3rd grade is the only grade level that fell below 50% or more students scoring below Level 3. 3rd Grade Proficiency also continues to show the greatest need for improvement overall.

Despite our improvements this past school year, the above results show a need to improve ELA Proficiency among all grade levels and to continue and strengthen the work done in ELA so this improvement will not become stagnant.

Additionally, in 2022-23, 22% of Riviera's students were considered Students with Disabilities. Of the students that were in attendance for both FTEs, 47% were Proficient on the 2023 FAST ELA (3rd-6th grade).

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 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 Measurable Outcomes

Riviera will achieve the goals below using the assessments also listed below at each grade level:

Kindergarten: 90% of students will be Proficient as measured by the Kindergarten Literacy Survey (KLS)

1st Grade: 90% of students will meet DORF automaticity goal for fluency

2nd Grade: 75% of students will meet DORF automaticity goal for fluency

While Kindergarten did not fall below 50% or more being on track for Proficiency, they are included above as we must continue to strengthen our Kindergarten reading program so that students are able to maintain Proficiency in the following grade levels.

Grades 3-5 Measurable Outcomes

Riviera will achieve the goals below using the assessments also listed below at each grade level:

3rd Grade: 62% Proficient on FAST ELA

4th-6th Grade: 67% Proficient on FAST ELA

SWD: 52% of students will be Proficient on the 2024 FAST ELA.

While 3rd Grade was the only group to not meet the 50% expectation of Proficiency, we continue to work on strengthening all grade levels so that we can exceed the District and State average overall.

Monitoring

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 impact student achievement outcomes.

Kindergarten: Student progress will be measured quarterly on the KLS. Additionally, teachers will pull students in flexible small reading groups daily to provide instruction on reading foundational skills. Tier 2 and Tier 3 interventions will be conducted daily and student progress will be assessed weekly based on the intervention.

1st-2nd Grade: Student progress will be measured biweekly using the DORF (weekly if Tier 3). Student progress on their iReady Instructional Path will be analyzed weekly to ensure gaps are closing in skills needed.

3rd-6th Grade: Student progress will be measured three times a year on the FAST ELA. For more frequent monitoring, student progress will be analyzed weekly on student's iReady Instructional Path to ensure gaps are closing in skills needed. Students in Tier 2 and Tier 3 intervention will receive biweekly (or weekly if Tier 3) progress monitoring using DORF.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:

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?

Teachers will provide explicit systematic instruction that is aligned to the standards as well as the Science of Reading. The Science of Reading highlights practices and strategies (The 5 Big Ideas) that have been shown to be effective through rigorous research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. All intervention, small group and whole group lessons will focus on one of these five big ideas.

The Lexia program will be used as a Tier 2 and 3 intervention for students showing gaps in their learning or not meeting Proficiency. Lexia provides explicit, systematic instruction through personalized learning paths.

The above evidence-based practices align with the district's K-12 Comprehensive Evidence-based Reading Plan as well as align to the B.E.S.T. ELA standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. It is the culmination of five decades of research on how students learn to read. Dr. Louisa Moats, a nationally recognized authority on literacy education and researcher of the Science of Reading, states that, "Informed teachers are our best insurance against reading failure. While programs are helpful tools, programs don't teach, teachers do." With this as the foundation of our professional development this year, the practices found in the Science of Reading to be successful will be the focus of all reading lessons, whole group and small group.

The Lexia program qualifies for the ESSA Promising category, based on it's ability to have significant effects at the student level. Additionally, during the 2022-2023 school year, Riviera implemented Lexia as a Tier 2 and Tier 3 intervention. 40% of our students in Lexia improved at least one level on the 2023 FAST compared to their 2022 FSA ELA score. For Tier 2 students, in comparing their 2022 FSA ELA score to their 2023 FAST ELA score, 25% more were Proficient in 2023 than in 2022. Lexia was not

started at the beginning of the school year last year, this year, we plan to see an even greater improvement in Proficiency since we are starting this intervention in August.

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
Deliver professional development on the Science of Reading during preplanning with on-going PD embedded into weekly PLCs.	Viha, Patricia, vlha.patricia@brevardschools.org
Meet in ELA PLCs weekly with all classroom teachers for the purpose of planning standards aligned ELA instruction focused on the Science of Reading.	Viha, Patricia, vlha.patricia@brevardschools.org
Deliver professional development focused on using social studies and science text to enhance background knowledge, increase academic vocabulary, and improve comprehension in the ELA and writing blocks.	Viha, Patricia, vlha.patricia@brevardschools.org
Provide an additional 30 minute phonics block to K-2nd grade daily schedule for the implementation of the UFLI Foundations phonics program. (T)	Myers, Mary (Beth), myers.mary@brevardschools.org
Utilize Lexia for Tier 2 and 3 students during the intervention block. (T)	Viha, Patricia, vlha.patricia@brevardschools.org
Provide Tier 2 students in Lexia increased opportunities to utilize the program by offering a morning Lexia Lab prior to the start of the school day. (T)	Viha, Patricia, vlha.patricia@brevardschools.org
Offer ASP (before and/or after school tutoring) in the area of reading for students at all grade levels targeted on improving reading foundational skills (primary), fluency (2nd and 3rd) and comprehension (3rd and intermediate).	Harvey, Tammy, harvey.tammy@brevardschools.org
Meet monthly as a Literacy Leadership Team (one teacher per grade level), to discuss progress towards SIP goals, barriers, and problem solve any issues related to reading instruction.	Viha, Patricia, vlha.patricia@brevardschools.org
Provide substitutes once a Semester to grade levels for the purpose of all-day planning with the literacy coach. (T)	Myers, Mary (Beth), myers.mary@brevardschools.org
Devote every Friday's early dismissal PD to collaborative planning/job embedded-PD with two grade levels on a rotating schedule. The Science of Reading strategies will be embedded into the planning process.	Viha, Patricia, vlha.patricia@brevardschools.org
Provide professional development to K-2 teachers on effective systematic phonics instruction using UFLI Foundations. (T)	Viha, Patricia, vlha.patricia@brevardschools.org

Action Step	Person Responsible for Monitoring
Conduct weekly walkthroughs with the administrative team and/or literacy coach for the purpose of providing feedback on the effectiveness of literacy instruction.	Myers, Mary (Beth), myers.mary@brevardschools.org
Provide modeling of whole group and/or small group ELA lessons to teachers.	Viha, Patricia, vlha.patricia@brevardschools.org
Provide PD and resources for daily 5 minute fluency building exercises in 2nd and 3rd grade.	Viha, Patricia, vlha.patricia@brevardschools.org
Utilize iReady online instruction in reading for 45 minutes each week.	Viha, Patricia, vlha.patricia@brevardschools.org
Add an additional ESE Resource Teacher to support SWD.	Myers, Mary (Beth), myers.mary@brevardschools.org
Implement flexible grouping in small reading groups (high-leverage practice in special education) in all grade levels K-6.	Viha, Patricia, vlha.patricia@brevardschools.org
ESE Resource Teachers will plan with grade level teachers during weekly PLCs weekly so that they can support the skills, strategies, and standards being taught in the classroom.	Myers, Mary (Beth), myers.mary@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The SIP is disseminated to parents through our school newsletter that is sent to all families and school staff. It is linked in the newsletter electronically and hard copies are available in the front office. The newsletter is sent to families by text message and email. This text, email and the newsletter are translated into the parents home language. Additionally, the SIP is posted on our school website, which can be found at <https://www.brevardschools.org/RivieraES>.

The school SAC committee, which is comprised of staff, parents and community members meets monthly. The SAC team provides input to the SIP and, once completed, it is shared with the SAC team on an on-going basis. After all major assessments (PM1, 2, 3), data is shared with the SAC and a review of SIP goals is discussed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan is developed in collaboration with families. Input is requested through various beginning of the year surveys, the plan is written, then it is shared with families once completed. It is also posted to our school website, which can be found at <https://www.brevardschools.org/RivieraES>. This plan is translated into Spanish on our website but can be translated into other languages as well when requested, as advertised to families. The Family Engagement Plan highlights how the school plans to build positive relationships with all stakeholders.

This includes:

Hosting family engagement events throughout the school year such as: International Dinner, Family Literacy and Math Night, Open House, Harvest Festival, STEM Night, Kindergarten Round-Up, and Book Fair Family Nights. Community members are also a part of many of these nights including Harvest Festival, International Dinner, and STEM Night. They volunteer to support our school by providing additional man-power or funds to support the purchase of items needed.

Each week, a family newsletter is sent electronically through text and email to all families. It is translated into the language of choice when sent. Each grade level is also responsible for sending home a newsletter monthly to parents highlighting grade level happenings and key standards/skills coming up.

Teachers inform parents of student progress through conferences, phone calls, Interim Reports (sent home half-way into each quarter) and Report Cards (sent home every quarter). FOCUS is utilized as our main communication tool with families. Parents can check their student's grade, attendance and behavior in real time at any time, as well as message the teacher through the communication tool in FOCUS. FOCUS is translated into the language selected by the parent.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The professional development focus this year with instructional staff is on the Science of Reading, led by our school-based literacy coach. The goal is to increase the teacher's understanding of how to teach reading and the components of a successful reading block. We have also increased our reading block in primary to include an additional 30 minutes dedicated to phonics instruction. Training was done during pre-planning on what this block should look like and what resources will be utilized to implement a successful phonics block. We will utilize the UFLI (University of Florida Literacy Institute) Foundations Toolbox to support this as well. Each teacher in primary has created a sound wall to provide a visual for phonics instruction. In 2nd and 3rd grade, the reading block will now include a dedicated amount of time devoted to fluency practice. Teachers will use passages from the Benchmark curriculum for this purpose. It will be modeled for each teacher by the literacy coach.

Professional development was also done with 3rd-6th grade teachers during preplanning focused on integrating science and social studies into ELA/Writing. Our goal is to increase opportunities for students to practice ELA and writing standards using social studies and science passages. This was mapped out in collaboration with each grade level for the year so that it aligns with the district's pacing guide.

For intervention, the block was increased from 30 minutes to 40 minutes. Every student is placed into a group. Students that are at or above grade level are in an enrichment group, where their skills can continue to grow as readers. Students that have shown areas of weakness in math will receive 20

minutes of intervention in reading and 20 minutes in math, which is new for this school year.

Teachers will have more opportunities to plan collaboratively with our reading and/or math coach this school year as well. We will continue our weekly reading and math PLCs, but are adding day-long semester planning sessions with the literacy coach. We are also taking each Friday's early dismissal to plan collaboratively with two grade levels (will rotate each week) for a longer amount of time. The focus of each of the planning times is to continue to embed PD on the Science of Reading into planning strong reading instruction for future lessons that are standards focused.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed with parents, staff members and community members as required and includes the school based leadership team in it's writing.