

# West Riviera Elementary School



2014-15 School Improvement Plan

## West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

[www.edline.net/pages/west\\_riviera\\_elementary](http://www.edline.net/pages/west_riviera_elementary)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	D

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

##### **Provide the school's vision statement**

The vision of West Riviera Elementary is to create a nurturing, academically stimulating environment where both children and adults can reach their full potential.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

We will embed cultural activities within daily coursework e.g. reading selections and writing prompts; we will provide professional development to staff on increasing positive interactions with students; teachers will attend professional development on multicultural offerings; we will encourage effective strategies on Marzano's Design question #8- Establishing and maintaining effective relationships with students; faculty members will use CHAMPS methods to set and keep a positive tone between students and teachers.

We will infuse Single School Culture, High Expectations Assemblies every trimester for all grade levels. We will include Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09. At the High Expectation Assemblies we address the three parts of Single School Culture, Academics, Behavior, and Climate.

Administration, Leadership Team and teachers all have a common purpose and approach to discipline which defines West Riviera's positive expectations for all students and staff. We have defined procedures for teaching expected behaviors and we ensure that relationship building is a clear priority.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

We will involve teachers, non instructional including office staff, bus drivers, cafeteria personnel in the process of modeling and teaching high expectations in academic and non academic settings and giving them instruction for reporting violations to appropriate supervisors in order to create a positive, respected, safe and supportive school community.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Each teacher will utilize the School-Wide Positive Behavior Chart to ensure that the students are engaged while in class. Differentiated Instruction will take place to meet the needs of all students and enhance student engagement.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Guidance Counselor will provide a differentiated delivery of services based on student needs including supplemental small group counseling, individual counseling and referral to community resources. Teachers and staff will continually discuss the social-emotional needs of all students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Teachers and staff have systems in place to identify students who have attendance, behavioral or academic concerns. Staff is aware of the procedures for notification after students are identified as meeting one of the barriers that is blocking their success.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	56	43	22	23	31	20	195
One or more suspensions	6	16	11	27	26	11	97
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	53	42	95

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies employed by West Riviera are Leveled Literacy Intervention (LLI), Foundations, Fast Math, V Math Live, Harcourt Math, Secret Stories, small groups, and Intensive Interventions to close the student achievement gap according to the early warning indicators.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

The parental involvement targets for WRES include providing parents opportunities to access tools to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

As a school, we continually seek partnerships such as business and community. A few of our current partners are Lost Tree Foundation, Medallion Sporting Goods, Sam's Club, and Revival Community Outreach Ministries. These various business and community partners come to School Advisory Council meetings to keep the parents abreast on the ways they help support the school and build student achievement.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lindsey Latson, Tonja	Principal
Nelson, Willie	Assistant Principal
Perry, Diane	Instructional Coach
Moore, Cheryl	Instructional Coach
Singleton, Travis	Instructional Coach

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The Leadership Team data-based problem solving process focuses around one question: What strategies, resources and professional development will enhance learning for our school, teachers and students? The Instructional coaches, Travis Singleton (Math), Diane Perry and Cheryl Moore (Reading), provide support in the means of interventions to all classroom teachers to assist with the Response to Intervention (RtI) process and to ensure that the goals in the SIP are met with proficiency in each core subject area. Valerie Mays works with all students and teachers to ensure that each student on campus is reading books at their "just right" level and she incorporates technology in all subject areas as an intervention to ensure success for all. The Guidance Counselor, Eriel Marshall, works with the ESE contacts, classroom teachers, and students to provide Multi-Tiered System of Supports (MTSS) MTSS to all students not meeting Tier 1 expectations. The administrators, Tonja Latson and Willie Nelson work with all staff members listed above to ensure fidelity with MTSS and SIP support.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

At West Riviera the data based problem solving process includes Tier 1, 2 and 3 of the RtI Process. The data collected at each tier is used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered and by whom. Our resources are allocated in direct proportion to our students' needs. To ensure efficient use of resources, we identify trends and patterns using school-wide and grade level data. West Riviera Elementary School will collaborate with programs /agencies to assist with student needs such as Pre-K, SAI, Migrant, Homeless, Violence Prevention, Nutrition/Vegetable Program, Housing, Department of Children and Families, etc.. We will utilize services and agencies to promote business and community involvement, and coordinate services through grant monies such as The Education Foundation and the School Improvement Grant (SIG). Title I funds pay for Saturday tutorial, 2nd grade Summer Success Academy, a community resource person, classroom supplies, 2 coaching positions and professional development for teacher collaboration. West Riviera also utilizes these funds to support instruction for students with school supplies and academic resources. Examples are: incentives for learning and obtaining levels of proficiency and a Supplemental Academic Instructor that reaches the lowest 25% of all students in the 3rd grade. West Riviera Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix, teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our school implements a school-wide Tier 1 Behavior Monitoring form to track and reward student behaviors, as well as implements a lunch point party system for classes following school-wide expectations such as SLANT, following the Mustang way, and keeping voices at a level 1. Teachers are supported monthly at the Literacy Cohort Training (Literacy Roll Out), Area 4 Support Team weekly Collaboration Meetings, Transformation Team and Kindergarten Staff Developers to help meet the diverse needs of all students.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tonja Latson	Principal
Cheryl Moore	Teacher
Diane Hardnett-Perry	Teacher
Travis Singleton	Teacher
Julia Drayton	Teacher

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

SAC will meet monthly to discuss the school policies, procedures, data and events. SAC will work with the school to implement the improvement plan by monitoring student progress on performance assessments; which will be presented to the SAC in October and January. SAC will also approve funding requests that support the goals listed in the SIP.

*Development of this school improvement plan*

During the first Student Advisory Council meeting, the School Improvement Plan (SIP) will be presented for input and/or revisions. A presentation will be given at the first SAC meeting regarding the changes to this year's (SIP) as well as the school's data. At the SIP meeting, the parental involvement goal will be established and the academic goals for the year will be discussed.

*Preparation of the school's annual budget and plan*

Monies will be spent on programs and projects elected by the School Advisory Council (SAC) based on student needs.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The projected use of school improvement funds is as follows:

- Student Achievement Incentives: \$600.00
- Parental Involvement Incentives: \$600.00
- Teacher Leader Academy Program \$600.00
- Educational Field Trips: \$1000.00
- Teacher Professional Development: \$500.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Perry, Diane	Instructional Coach
Moore, Cheryl	Instructional Coach
Lindsey Latson, Tonja	Principal
Nelson, Willie	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The function of the Literacy Leadership Team (LLT) is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan where each team member will bring specific expertise to building the culture of literacy in the school. The team will also provide opportunities for ongoing professional development for all stakeholders. The LLT will train teachers to effectively follow instructional pacing guides that are aligned to the standards.

The emphasis will be placed on building a strong foundation of literacy in Pre-K - 5. Additional emphasis will be placed on diagnosing literacy deficiencies in all grades.

A third major initiative will diagnose literacy deficits in K-5 grade to implement academic strategies aimed at reducing those deficits. This initiative will provide all students with enrichment and instruction that will help increase proficiency. This year our school will have an extra hour of instruction (extended day).

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school ensures that every teacher contributes to the reading proficiency of every student by implementing an instructional coaching model throughout the school. Additional professional development is provided for teachers during Literacy Cohort Training, Florida Standards Training, Marzano Training and the Teacher Leader Academy.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

West Riviera recruits and retains highly qualified, certified - in-field, effective teachers by providing multiple opportunities for professional development during PDD days, LTM's, and Common Planning. The Educator's Support Program and school based Teacher Leader Academy provides the support necessary to become strong teachers and build capacity. Teachers are afforded the opportunity to earn monetary bonuses for tutorial, collaborative teaching and extended day. Teachers also receive additional resources and instructional materials to assist in meeting the diverse needs of the students.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

West Riviera Elementary School's teacher mentoring program/plan pairs mentors/certified clinical educators and teachers based on experience, academic strengths and professional standards. The mentors support new educators by supporting them in promoting student learning and strengthening their knowledge of instructional and classroom strategies. The mentors will work with the new educators to assist in the completion of the Marzano TrainU course. They will complete a professional growth plan, complete FEAP'S 1-5 and attend support meetings.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school creates opportunities for teachers to unpack the Florida Standards and to plan and collaborate rigor in all content areas. This complex thinking supports a deeper level of comprehension that promotes accountable dialogue which will help close the achievement gap.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

West Riviera uses data to provide and differentiate instruction to meet the diverse needs of students by:

- \* Analyzing student data and comparing it to the expectations found in the Florida Standards during LTM's Common Planning,
- \* Providing weekly Area 4 Common Planning for Math,
- \* A balanced literacy approach that includes whole group, differentiated small groups, and one to one instruction.
- \* Creating a master schedule that includes an uninterrupted 90 minute reading block with and additional 60 minutes of reading for extended day as well as a 90 minute differentiated block for math and a 60 minute block for writing.
- \* Providing Immediate Intensive Instruction (iii) and Leveled Literacy Instruction (LLI) when needed.
- \* Students selecting texts based on Reading Running Record (RRR) Levels.
- \* Using the Gradual Release process to modify small group instruction in Math.
- \* Students receiving push in/pull out services by ESE and ELL when needed.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Each classroom teacher provides one extra hour of reading instruction per day. Students work in small groups and guided reading groups to receive the extra support they need in the area of reading.

**Strategy Rationale**

West Riviera overall proficiency level in Reading was 21% for 2013-2014 school year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lindsey Latson, Tonja, tonja.lindseylatson@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected and analyzed to determine the effectiveness of this strategy by completing ongoing Reading Running Records with all students, utilizing Leveled Literacy Intervention reports, observations, teachers keeping anecdotal records of student progress, analyzing Reading benchmark assessments, diagnostic testing, and state standardized testing.

**Strategy: Weekend Program**

**Minutes added to school year: 2,700**

Instructional staff provide three hours of additional core academic instruction in reading, math, writing, and science. Teachers utilize research based strategies and materials to supplement instruction beyond the regular school hours.

**Strategy Rationale**

To raise the proficiency level for reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Nelson, Willie, willie.nelson@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected and analyzed to determine the effectiveness of this strategy by using pre-assessments and post-assessments for the tutorial, as well as periodic benchmark assessments to determine effectiveness of the lesson and to drive further lessons.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the child day care centers and Voluntary Pre-Kindergarten sites in the area to visit West Riviera Elementary. A Kindergarten Round-Up program in May is held to prepare students for Kindergarten expectations and procedures. West Riviera Elementary encourages early Kindergarten registration at the Kindergarten Round-Up program and explains the necessary documents for registration. The Kindergarten parents and students are invited to Curriculum Night and Meet the Teacher, which are both held in August.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Not applicable to Elementary School

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Not applicable to Elementary School

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Not applicable to Elementary School

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Not applicable for Elementary School



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance.
  
- G2.** We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance. 1a**

G038970

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	47.0

**Resources Available to Support the Goal 2**

- Instructional Strategies in the General Education classroom including inclusion, as well as in Fine Arts classes, Saturday tutorial, and the one-hour extended school day
- Student Scheduling of regular, ESE, and ESOL classes
- Assessments both written and computer based
- Teachers' knowledge and skills of content in the appropriate grade level
- Parental Involvement in community and school events including SAC, PTO, and other community events
- Student Motivation from School-wide Positive Behavior Support
- Single School Culture for Academics and Behavior including classroom management and school-wide management, as well as Learning Team Meetings and Common Planning
- The alignment of instruction to the Florida Standards.
- Multi-Tiered Systems of Support including Response to Intervention, School-Based Team, and Child Study Team
- Reading Coaches to Support Instruction
- Ongoing Professional Development including Literacy Cohort Training and mandatory School-Based Reading Professional Development
- Collaboration with Programs and agencies to assist with students' needs such as SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, DCF, etc...
- Utilization of services and agencies to promote business and community involvement.
- Coordination of services through grant monies like the School Improvement Plan with the use of technology and extra staff resources
- Community Resource Person

**Targeted Barriers to Achieving the Goal 3**

- A high level of non proficient students in reading
- Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships.
- Limited instructional strategies for critical thinking in reading

**Plan to Monitor Progress Toward G1. 8**

Analyze student growth towards increased reading comprehension

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Reading Running Records, Leveled Literacy Intervention, Educational Data Warehouse, Performance Assessments, Classroom Assessments, Florida Statewide Assessment, Student Portfolios, Teacher Observations

**G2.** We will connect real world and informational text through the use of critical thinking in math and science to increase student performance. 1a

G038971

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	50.0
FCAT 2.0 Science Proficiency	48.0

**Resources Available to Support the Goal** 2

- Manipulatives in each classroom
- Math Coach to Support Staff in Classroom
- Learning Team Meetings to complete Data Feedback Strategy, Lesson Studies, Unpacking of Benchmarks, Creation of Units, and Overall Action Steps based on data
- Supplemental small group activities and Enrichment Instructional Strategies are used in the General Education Classroom including inclusion
- Math infusion into all Content Areas, including Fine Arts Classes
- Saturday Tutorial
- Curriculum Night for Parents and Students
- Assessment Practices in both Written and Oral Form
- Student Motivation from School-Wide Positive Behavior Plan
- The alignment of instruction with both NGSSS (science) and MAFS
- Single School Culture for Academics and Behavior including classroom management and school-wide management
- Common Planning twice a month for three hours at a time
- Collaboration with programs and agencies to assist with student needs
- Utilization of resources to promote business and community involvement
- Coordination of services through grant monies such as the School Improvement Grant use of technology and extra support staff.

**Targeted Barriers to Achieving the Goal** 3

- Limited math fluency skills and understanding of foundational math and science and critical thinking concepts
- Lack of consistent parental involvement at scheduled school and community events, as well as at the home site
- Lack of effective use of planning

**Plan to Monitor Progress Toward G2. 8**

Monitor students' math progress using multiple sources of current data

**Person Responsible**

Willie Nelson

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teacher/student observations, data reports, district common assessments and district provided scope and sequence lesson plans for DA schools.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance. **1**

 G038970

**G1.B1** A high level of non proficient students in reading **2**

 B093749

**G1.B1.S1** Reading instruction will be focused and prescriptive in nature to ensure that rigorous instruction of comprehension is provided. **4**

 S104795

### Strategy Rationale

Teachers will track students' progress and adjust instruction as needed to increase proficiency in reading. Data will be monitored weekly.

### Action Step 1 **5**

Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.

#### Person Responsible

Tonja Lindsey Latson

#### Schedule

Daily, from 8/18/2014 to 6/8/2015

#### Evidence of Completion

sign-in sheets, lesson plans, student data, common planning/learning team agendas.

**Action Step 2** 5

Coaches will support the use of exposure to multiple genres of text.

**Person Responsible**

Willie Nelson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

classroom walk through, reading log, coaching, discussions, anecdotal notes, conferring with students

**Action Step 3** 5

Use continuum of literacy learning and prompting guide to select question stems that encourage higher order thinking and align to the Florida Standards.

**Person Responsible**

Willie Nelson

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

lesson plans, common planning/learning team meetings, data chats, observations, formal and informal assessments

**Action Step 4** 5

Monitor the implementation of focused and prescriptive reading instruction.

**Person Responsible**

Willie Nelson

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Review lesson plans

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans, Student Work, and Reading Scores

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Conduct walk-throughs

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

observation notes, iobservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Track student data (running records, mini assessments, reader response journals)

**Person Responsible**

Tonja Lindsey Latson

**Schedule**


Daily, from 8/18/2014 to 6/8/2015

**Evidence of Completion**


Assessment scores and student work



**G1.B2** Lack of consistent parental involvement at scheduled school and community events and difficulty making contact with parents for communication and building relationships. 2

 B093750

**G1.B2.S1** Give parents strategies to help their students at home as it pertains to reading, math, science, writing, and social studies. 4

 S104797

### **Strategy Rationale**

Ensure home-school connection and keep parents abreast of instructional strategies.

### **Action Step 1** 5

Parents will be given strategies for helping their child at home as it pertains to all subject areas.

#### **Person Responsible**

Willie Nelson

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Retain all documents sent home to parents date them. Record all meetings with meeting notes including what information was given to parents in the meeting.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Keep track of all parental involvement activities and parent conferences

#### **Person Responsible**

Willie Nelson

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Agendas, Conference Notes, Copies of Information Given

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Monitor students' improvement in all academic areas.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom Assessments, Performance Measurements, Florida Statewide Assessment (FSA), RRR, FAIR, Student Portfolios.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Parent surveys

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

parent surveys and feedback

**G1.B2.S2** Make sure that parents are given proper notification of all school and community events through paper, emails, call-out system, and face to face interaction. 4

 S104798

### Strategy Rationale

Keep parents informed of all school-wide activities and encourage participation from all stakeholders.

### Action Step 1 5

Ensure that parents are given proper notification to all school and community events

#### Person Responsible

Tonja Lindsey Latson

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Records of all emails, bulletins, flyers, and call-outs sent out to parents

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitor parent notification to all school and community events

#### Person Responsible

Tonja Lindsey Latson

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Agendas, Flyers, Call-Outs on Phone System, Conference Records, School Bulletin Boards

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Monitor parental involvement at school and community events

**Person Responsible**

Tonja Lindsey Latson


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Attendance and parent sign-in sheets

**G2.** We will connect real world and informational text through the use of critical thinking in math and science to increase student performance. 1

 G038971

**G2.B1** Limited math fluency skills and understanding of foundational math and science and critical thinking concepts 2

 B093751

**G2.B1.S1** Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively 4

 S104799

**Strategy Rationale**

Students need the foundational skills necessary to solve rigorous and complex algorithms found on the Florida Standards Assessment (FSA).

**Action Step 1 5**

Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (VMath Live)

**Person Responsible**

Willie Nelson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

The utilization of fact fluency skills to assist in building mathematical concepts.

**Action Step 2** 5

Schedule time in intermediate lab of for Math fluency practice using VMath Live.

**Person Responsible**

Travis Singleton

**Schedule**

On 8/18/2014

**Evidence of Completion**

Intermediate Lab Schedule

**Action Step 3** 5

Teachers will take students to the intermediate lab following the daily schedule.

**Person Responsible**

Travis Singleton

**Schedule**

Daily, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Walkthroughs

**Action Step 4** 5

Additional lab time will be provided for students to use VMath

**Person Responsible**

Travis Singleton

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Schedule, Walkthroughs

**Action Step 5** 5

Provide VMath log-ins for students for home use or printed activities for students without computers for extra practice.

**Person Responsible**

**Schedule**

Daily, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Daily schedule for fine arts/ Walkthrough

**Person Responsible**

Willie Nelson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk through observations notes

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Check VMath usage data for student usage by class.

**Person Responsible**

Travis Singleton

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

VMath usage reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Monitor student use and knowledge of basic math facts to perform mathematical functions in all areas

**Person Responsible**

Willie Nelson


**Schedule**

Daily, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Increase in student achievement regarding math scores from mini assessments and diagnostic and VMath Reports

**G2.B2** Lack of consistent parental involvement at scheduled school and community events, as well as at the home site 2

 B093752

**G2.B2.S1** Parents will be given strategies for helping their students at home as it pertains to math and how to use it in real-world situations. 4

 S104800

**Strategy Rationale**

**Action Step 1 5**

Give parents strategies to assist children at home with foundational math skills.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Students will be working on skills at home and will apply them at school.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Monitor that parents are given effective strategies to assist the students at home with implementing math comfortably to solve real-life mathematical problems

**Person Responsible**

Willie Nelson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Flyers, Receipts for Items, Information Packets, Conference Notes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Monitor that the strategies given are being implemented and utilized

**Person Responsible**

Tonja Lindsey Latson

**Schedule**


Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***


Student Performance in Class and on Assessments



**G2.B4** Lack of effective use of planning **2**

 B127472

**G2.B4.S1** Effective use of learning team meetings and common planning **4**

 S139587

**Strategy Rationale**

If we effectively use learning team meetings and common planning to plan explicit instruction based on student data, student performance will increase.

**Action Step 1** **5**

The SBLT at West Riviera Elementary will develop a learning team meeting/common planning protocol aligned to instructional practice and the sharing of best practices; as well as established protocols for the sharing and monitoring of information between the SBLT (administration and coaches).

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

On 9/24/2014

**Evidence of Completion**

Created protocols for learning team meetings/common planning.

**Action Step 2** **5**

The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Daily, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

LTM/Common Planning agendas, sign-in sheets

### Action Step 3 5

The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess the instructional needs of the teachers across all content areas.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Weekly, from 10/17/2014 to 6/5/2015

***Evidence of Completion***

Observation notes, iobservation data

### Action Step 4 5

The SBLT at West Riviera Elementary will develop an agenda for Learning Team Meetings (LTMs) and Common Planning based on the needs based observations and focused learning walks.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Weekly, from 10/17/2014 to 6/5/2015

***Evidence of Completion***

LTM/Common Planning agendas

### Action Step 5 5

The Fine Arts Teachers at West Riviera Elementary will provide coverage for teachers to participate in Learning Team Meetings and Common Planning.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

***Evidence of Completion***

Learning Team Meeting/Common Planning Schedule

### Action Step 6 5

The SBLT at West Riviera Elementary will monitor the effectiveness of the LTM/Common Planning sessions through walk-throughs and classroom observations.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Weekly, from 10/17/2014 to 6/5/2015

**Evidence of Completion**

observation notes, iobservation

### Action Step 7 5

The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused walk-throughs and classroom observations.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Biweekly, from 10/17/2014 to 6/5/2015

**Evidence of Completion**

observation notes, iobservation

### Action Step 8 5

The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Daily, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Instructional Focus Calendars and coaches schedules/logs

**Action Step 9** 5

The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

Monthly, from 10/17/2014 to 6/5/2015

**Evidence of Completion**

Academic Leadership Team Meetings

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Administration will attend and monitor the Learning Team and Common Planning Meetings

**Person Responsible**

**Schedule**

On 6/5/2015

**Evidence of Completion**

Administration notes and sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

ALT Team Meetings / Admin will attend and monitor LTM Meetings / student data and iobservation data

**Person Responsible**

Tonja Lindsey Latson

**Schedule**

On 6/5/2015

**Evidence of Completion**

EDW reports / Performance Matters / and iobservation data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Palm Beach - 1401 - West Riviera Elementary School - 2014-15 SIP**  
*West Riviera Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Parents will be given strategies for helping their child at home as it pertains to all subject areas.	Nelson, Willie	8/18/2014	Retain all documents sent home to parents date them. Record all meetings with meeting notes including what information was given to parents in the meeting.	6/5/2015 monthly
G1.B2.S2.A1	Ensure that parents are given proper notification to all school and community events	Lindsey Latson, Tonja	8/18/2014	Records of all emails, bulletins, flyers, and call-outs sent out to parents	6/4/2015 monthly
G2.B1.S1.A1	Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (VMath Live)	Nelson, Willie	8/18/2014	The utilization of fact fluency skills to assist in building mathematical concepts.	6/5/2015 daily
G2.B2.S1.A1	Give parents strategies to assist children at home with foundational math skills.	Lindsey Latson, Tonja	8/18/2014	Students will be working on skills at home and will apply them at school.	6/5/2015 monthly
G1.B1.S1.A1	Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.	Lindsey Latson, Tonja	8/18/2014	sign-in sheets, lesson plans, student data, common planning/learning team agendas.	6/8/2015 daily
G2.B4.S1.A1	The SBLT at West Riviera Elementary will develop a learning team meeting/ common planning protocol aligned to instructional practice and the sharing of best practices; as well as established protocols for the sharing and monitoring of information between the SBLT (administration and coaches).	Lindsey Latson, Tonja	9/24/2014	Created protocols for learning team meetings/common planning.	9/24/2014 one-time
G1.B1.S1.A2	Coaches will support the use of exposure to multiple genres of text.	Nelson, Willie	8/18/2014	classroom walk through, reading log, coaching, discussions, anecdotal notes, conferring with students	6/5/2015 daily
G2.B4.S1.A2	The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.	Lindsey Latson, Tonja	9/29/2014	LTM/Common Planning agendas, sign-in sheets	6/5/2015 daily
G2.B1.S1.A2	Schedule time in intermediate lab of for Math fluency practice using VMath Live.	Singleton, Travis	8/18/2014	Intermediate Lab Schedule	8/18/2014 one-time
G1.B1.S1.A3	Use continuum of literacy learning and prompting guide to select question stems that encourage higher order thinking and align to the Florida Standards.	Nelson, Willie	9/8/2014	lesson plans, common planning/learning team meetings, data chats, observations, formal and informal assessments	6/5/2015 daily
G2.B4.S1.A3	The SBLT at West Riviera will conduct needs based observations and focused learning walks to assess the instructional needs of the teachers across all content areas.	Lindsey Latson, Tonja	10/17/2014	Observation notes, iobservation data	6/5/2015 weekly
G2.B1.S1.A3	Teachers will take students to the intermediate lab following the daily schedule.	Singleton, Travis	8/25/2014	Walkthroughs	6/5/2015 daily
G2.B4.S1.A4	The SBLT at West Riviera Elementary will develop an agenda for Learning Team Meetings (LTMs) and Common Planning based on the needs based observations and focused learning walks.	Lindsey Latson, Tonja	10/17/2014	LTM/Common Planning agendas	6/5/2015 weekly
G1.B1.S1.A4	Monitor the implementation of focused and prescriptive reading instruction.	Nelson, Willie	9/8/2014		6/5/2015 daily
G2.B1.S1.A4	Additional lab time will be provided for students to use VMath	Singleton, Travis	8/25/2014	Schedule, Walkthroughs	6/5/2015 weekly
G2.B4.S1.A5	The Fine Arts Teachers at West Riviera Elementary will provide coverage for	Lindsey Latson, Tonja	10/17/2014	Learning Team Meeting/Common Planning Schedule	weekly

**Palm Beach - 1401 - West Riviera Elementary School - 2014-15 SIP**  
*West Riviera Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers to participate in Learning Team Meetings and Common Planning.				
G2.B1.S1.A5	Provide VMath log-ins for students for home use or printed activities for students without computers for extra practice.		9/1/2014		6/5/2015 daily
G2.B4.S1.A6	The SBLT at West Riviera Elementary will monitor the effectiveness of the LTM/Common Planning sessions through walk-throughs and classroom observations.	Lindsey Latson, Tonja	10/17/2014	observation notes, iobservation	6/5/2015 weekly
G2.B4.S1.A7	The SBLT at West Riviera Elementary will provide feedback to teachers based on the focused walk-throughs and classroom observations.	Lindsey Latson, Tonja	10/17/2014	observation notes, iobservation	6/5/2015 biweekly
G2.B4.S1.A8	The instructional coaches will provide support to the teachers at West Riviera Elementary using various entry points along the coaching continuum.	Lindsey Latson, Tonja	9/29/2014	Instructional Focus Calendars and coaches schedules/logs	6/5/2015 daily
G2.B4.S1.A9	The SBLT at West Riviera Elementary will re-evaluate the effectiveness of the action steps using student achievement data.	Lindsey Latson, Tonja	10/17/2014	Academic Leadership Team Meetings	6/5/2015 monthly
G1.MA1	Analyze student growth towards increased reading comprehension	Lindsey Latson, Tonja	8/18/2014	Reading Running Records, Leveled Literacy Intervention, Educational Data Warehouse, Performance Assessments, Classroom Assessments, Florida Statewide Assessment, Student Portfolios, Teacher Observations	6/5/2015 biweekly
G1.B1.S1.MA1	Track student data (running records, mini assessments, reader response journals)	Lindsey Latson, Tonja	8/18/2014	Assessment scores and student work	6/8/2015 daily
G1.B1.S1.MA1	Review lesson plans	Lindsey Latson, Tonja	8/18/2014	Lesson Plans, Student Work, and Reading Scores	6/5/2015 daily
G1.B1.S1.MA3	Conduct walk-throughs	Lindsey Latson, Tonja	8/18/2014	observation notes, iobservation	6/5/2015 weekly
G1.B2.S1.MA1	Monitor students' improvement in all academic areas.	Lindsey Latson, Tonja	8/18/2014	Classroom Assessments, Performance Measurements, Florida Statewide Assessment (FSA), RRR, FAIR, Student Portfolios.	6/5/2015 daily
G1.B2.S1.MA3	Parent surveys	Lindsey Latson, Tonja	8/18/2014	parent surveys and feedback	6/5/2015 monthly
G1.B2.S1.MA1	Keep track of all parental involvement activities and parent conferences	Nelson, Willie	8/18/2014	Agendas, Conference Notes, Copies of Information Given	6/5/2015 monthly
G1.B2.S2.MA1	Monitor parental involvement at school and community events	Lindsey Latson, Tonja	8/18/2014	Attendance and parent sign-in sheets	6/4/2015 monthly
G1.B2.S2.MA1	Monitor parent notification to all school and community events	Lindsey Latson, Tonja	8/18/2014	Agendas, Flyers, Call-Outs on Phone System, Conference Records, School Bulletin Boards	6/4/2015 monthly
G2.MA1	Monitor students' math progress using multiple sources of current data	Nelson, Willie	8/18/2014	Teacher/student observations, data reports, district common assessments and district provided scope and sequence lesson plans for DA schools.	6/5/2015 weekly
G2.B1.S1.MA1	Monitor student use and knowledge of basic math facts to perform mathematical functions in all areas	Nelson, Willie	8/18/2014	Increase in student achievement regarding math scores from mini assessments and diagnostic and VMath Reports	6/4/2015 daily
G2.B1.S1.MA1	Daily schedule for fine arts/ Walkthrough	Nelson, Willie	8/18/2014	Walk through observations notes	6/5/2015 daily

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.B1.S1.MA3	Check VMath usage data for student usage by class.	Singleton, Travis	9/1/2014	VMath usage reports	6/5/2015 biweekly
G2.B2.S1.MA1	Monitor that the strategies given are being implemented and utilized	Lindsey Latson, Tonja	8/18/2014	Student Performance in Class and on Assessments	6/5/2015 monthly
G2.B2.S1.MA1	Monitor that parents are given effective strategies to assist the students at home with implementing math comfortably to solve real-life mathematical problems	Nelson, Willie	8/18/2014	Flyers, Receipts for Items, Information Packets, Conference Notes	6/5/2015 monthly
G2.B4.S1.MA1	ALT Team Meetings / Admin will attend and monitor LTM Meetings / student data and iobservation data	Lindsey Latson, Tonja	10/17/2014	EDW reports / Performance Matters / and iobservation data	6/5/2015 one-time
G2.B4.S1.MA1	Administration will attend and monitor the Learning Team and Common Planniing Meetingss		10/17/2014	Administration notes and sign-in sheets	6/5/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance.

**G1.B1** A high level of non proficient students in reading

**G1.B1.S1** Reading instruction will be focused and prescriptive in nature to ensure that rigorous instruction of comprehension is provided.

### **PD Opportunity 1**

Provide current, research-based professional development to build capacity of teachers in reading comprehension strategies.

#### **Facilitator**

Cheryl Moore/Diane Hardnett-Perry

#### **Participants**

Teachers

#### **Schedule**

Daily, from 8/18/2014 to 6/8/2015



**G2.** We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.

**G2.B1** Limited math fluency skills and understanding of foundational math and science and critical thinking concepts

**G2.B1.S1** Teach students basic addition, subtraction, and multiplication facts in a way that motivates them to retain and apply this information effectively

**PD Opportunity 1**

Provide professional development on ways to motivate students to learn, retain, and effectively utilize basic math skills to enrich all other mathematical functions (VMath Live)

**Facilitator**

Travis Singleton

**Participants**

All Staff

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**G2.B4** Lack of effective use of planning

**G2.B4.S1** Effective use of learning team meetings and common planning

**PD Opportunity 1**

The SBLT at West Riviera Elementary will implement a consistent schedule for Learning Team Meetings (LTMs) and Common Planning.

**Facilitator**

Academic Coaches

**Participants**

Instructional Staff

**Schedule**

Daily, from 9/29/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance.	137,046
<b>Goal 2:</b> We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.	135,920
<b>Grand Total</b>	<b>272,966</b>

### Goal 1: Increase students' comprehension of rigorous text by implementing the analysis of data to foster differentiated instructional strategies to improve student performance.

Description	Source	Total
<b>B1.S1.A1</b> - Reading Coach-Salary and Benefits	Title I Part A	73,058
<b>B1.S1.A1</b> - Literacy Training-Salary Stipend and Benefits	Title I Part A	9,000
<b>B1.S1.A1</b> - Literacy Facilitators-Salary and Benefits (PRT)	Title I Part A	3,547
<b>B1.S1.A1</b> - Professional Development Substitutes for release time	Title I Part A	5,014
<b>B1.S1.A1</b> - Binders, copy paper, chart paper, post its, Fountas and Pinnell Genre Study books, Common Core books, Prompting Guides	Title I Part A	5,000
<b>B1.S1.A1</b> - Tablets for Reading Coaches	Title I Part A	2,638
<b>B1.S1.A2</b> - Reading tutors-Sal and Ben	Title I Part A	8,869
<b>B1.S1.A2</b> - Transportation for tutorial (bus driver and fuel)	Title I Part A	1,820
<b>B1.S1.A2</b>		0
<b>B1.S1.A3</b> - Reading Plus, Learning A - Z	SIG 1003(g)	9,000
<b>B1.S1.A3</b> - Leveled Literacy Intervention Kits	SIG 1003(g)	9,000
<b>B1.S1.A3</b> - Leveled Literacy Intervention Consumables (chart paper, dry erase markers, anchor charts), paper, ink, pencils, composition notebooks	Title I Part A	5,000
<b>B1.S1.A3</b> - Instructional Rugs for 1st grade	Title I Part A	2,100
<b>B1.S1.A3</b>		0
<b>B2.S1.A1</b> - Parent training supplies	Title I Part A	3,000
<b>Total Goal 1</b>		<b>137,046</b>

**Goal 2: We will connect real world and informational text through the use of critical thinking in math and science to increase student performance.**

Description	Source	Total
<b>B1.S1.A1</b> - Vmath Live and Reflex Math	Title I Part A	14,000
<b>B1.S1.A1</b> - Math Coach- Sal and Ben	Title I Part A	73,058
<b>B1.S1.A1</b> - Math Tutorial	Title I Part A	10,000
<b>B2.S1.A1</b> - Community Resource Personnel	Title I Part A	28,862
<b>B2.S1.A1</b> - Supplies for flyers, copy paper, chart paper, markers, food/snacks , professional resources	Title I Part A	10,000
<b>Total Goal 2</b>		<b>135,920</b>