Title I Comprehensive Schoolwide Plan

WEST RIVIERA ELEMENTARY SCHOOL (1401)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on PM 2 data, 70% of our students are not reading or performing on grade level and are not making adequate yearly growth.

2. List the root causes for the needs assessment statements you prioritized.

Lack of foundational skills No prior knowledge of content that allows students to build on Lack of reading and comprehension skills Lack of Phonics & Phonemic Awareness Lack of putting words together Students do not utilize the reading skills and/or strategies that are taught Students are not fluent readers Teachers are not equipped to address the needs of struggling readers Teachers don't have a deep understanding of the reading process PLCs and Professional Developments are not addressing teacher & student deficiencies Behavioral challenges Feedback from superiors are not specific to the person/persons affected Students have excessive absences Students do not master prerequisites Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of resources and materials to provide hands-on practice to support learning

3. Share possible solutions that address the root causes.

Restructure PLCs to address teacher & student deficiencies More accountability More Professional Development opportunities for grades K - 5 to support teachers to understand standards, identify student needs and interventions, analyze data to drive instruction, etc (through the use of SSSCC, coaches, collab planning, teacher training, webinars, conferences, etc.) Provide extended learning opportunities through tutorials (after school, Saturdays, and summer) to support student learning in grades K-5 Support student learning through the day through push-in or pull-out small groups for differentiated instruction in grades K-5 (Academic tutors, resources teachers, paraprofessionals) Build background knowledge Teach vocabulary explicit Ask before, during and after reading questions to guide student thinking and comprehension Small group instruction with fidelity Reinforce reading at home Focus on phonics & phonemic awareness Provide hands-on virtual learning opportunities and adaptive technology to support learning (iReady Tool Box for 3-5, Khan academy, typing.com or other typing program, adaptors, mice, headphones, etc.) Send books homes with students Provide a list of books that kids are recommended to read during the summer Bring in speakers Create a Reading Club Book exchanges in class Peer teaching Strategic use of support staff Flexible grouping and small group instruction Teacher training on working with struggling readers Implement Intensive Reading Interventions using Fountas & Pinnell More engaging activities for comprehension Send home more phonics homework Send home more reading resources for students and/or parents Gradual release model for instruction Scaffolding Word work Paired readers During planning target the skills needed Allow teachers of other subject areas to share best practices Provide constructive criticism along with modeling Establish team PDs Give teachers consistent feedback that will correct or redirect instructional delivery Address student behaviors Address student tardiness and/or absences Teach students to be more on task during independent work Intensive interventions that target student needs Address prerequisite skills in K - 2 Provide ongoing professional development that aligns with students needs Provide tutorials Provide homework Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, manipulatives, sticky notes, pencils, highlighters to support writing, Florida test prep, etc.) We will provide support for parents to help their child's learning through the use of activities and resources during Parent Nights.

4. How will school strengthen the PFEP to support ELA?

Communicate effectively and frequently correspondences for data and expectations frequently and timely to increase parent participation and engagement.

• Parent Training

Offer more trainings on Benchmark resources and foundational skills (fluency, vocabulary and comprehension) Provide parents with strategies that can be done at home to support learning in schools Conduct parent workshops that will educate them on the content taught to students so they can be integrated at home

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

• School

Assist students with small group support, to help students who need extra attention Conduct parent workshops that will educate parents of the content that is taught in school Provide rewards and celebrate student successes Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (fluency, phonics, decoding, vocabulary, comprehension). Provide workshops to provide strategies to use at home Send correspondence to parents in a timely fashion in multiple languages Offer quarterly parent workshops to provide strategies to use at home

• Students

Actively engaged in class, with exit tickets and fun activities, to support growth and learning Be encouraged to take responsibility for their learning Set goals that will aid in personal growth and development Practice activities and strategies at home that support foundational skills (fluency, phonics, decoding, vocabulary, comprehension). Use Strategiess taught in school at home to apply to homework Complete a weekly task to complete at home with their parents

• Parents

Actively participate in school events centered around student success Use supplemental with content materials that will facilitate the involvement in the learning process Actively engage in students' education Attend quarterly parent workshops Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency, phonics, decoding, and vocabulary, comprehension).

• Staff Training

Provide trainings that assist teachers in understanding how to better engage and support families and parents (some focused on foundational skills (fluency, vocabulary and comprehension) Provide PDs and PLCs that address schoolwide deficiencies Provide hands-on opportunties for learning

• Accessibility

Provide different times ie morning and afternoon sessions Provide virtual options for meetings Provide correspondence in different languages and CLFs available during parent events to ensure understanding of information and increase parent engagement.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

77% of our students are not performing on grade level and are not making adequate yearly progress.

2. List the root causes for the needs assessment statements you prioritized.

Students do not understand the basic functions of math Students lack fluency and computation teachers struggle with with teaching and remediating Students teachers do not have enough time for small group instruction reading takes precedence over math Teachers and students are still impacted by COVID Teachers lack work ethic and/or motivation Students do not have support at home Some students are not great test takers Deficiencies from the pandemic still affect students Fluency in math operations are limited Students are not reading the problems Students are struggling with the format of the assessment - paper based to computer based Students are not receiving extra help at home Teachers do not know how to address students with deficiencies in math Students lack basic reading comprehension skills Students are not enough practice using specific strategies Students struggle with identifying key vocabulary Students struggle with working independently Some students lack confidence to work independently Inadequate practice Some students lack stamina to read through the word problems Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of resources and materials to provide hands-on practice to support learning Lack of teacher knowledge of the math curriculum and standards

3. Share possible solutions that address the root causes.

Differentiated instruction based on child's level of understanding Tutorials Homework practice More teacher training on specific math techniques and strategies Buy-in culture Consistent practice in fluency (add, subtract, multiply and divide) Teach testing strategies Decompose questions for students to practice Incentives to motivate students Speaking with parents, keeping them updated on their child's progress and how it's impacting their progress Restructure PLCs to identify students' area(s) of growth Use common plannings to create quality small group centers and/or activities Flexible grouping based on student need Daily practice - working with numbers and providing different ways to come up with the number (addition, subtraction, division, multiplication, fractions, word problems, place value - expanded form, base ten blocks) Provide more practice with word problems Build confidence by praising students and celebrating their accomplishments Use everyday real world problems Have students create patterns with numbers Use of manipulatives Provide hands-on experiences with math Real-life application Bring in speakers that have careers related to math - Engineers, Pharmacists, etc Provide more tangible objects to illustrate operations in math Share personal experiences where numbers are important More Professional Development opportunities for grades K - 5 to support teachers to understand standards, identify student needs and interventions, analyze data to drive instruction, etc (through the use of SSSCC, coaches, collab planning, teacher training, webinars, conferences, etc.) Provide extended learning opportunities through tutorials (after school, Saturdays, and summer) to support student learning in grades K-5 Support student learning through the day through push-in or pull-out small groups for differentiated instruction in grades K-5 (Academic tutors, resources teachers, paraprofessionals) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Khan Academy, IXL, Mccarthymathacademy.com). Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, manipulatives, calculators, Florida test prep, etc.) Support student learning through the day through push-in or pull-out small groups for differentiated instruction in grades K-5 (Academic tutors, resources teachers, paraprofessionals)

4. How will school strengthen the PFEP to support Math?

• Communication

Communicate data and student progress on a consistent basis Communicate any special events or programming at the school in a timely manner Reach out to parents in a variety of ways (ie. paper flyers, phone calls, emails, texts, class dojo) Communicate effectively and frequently correspondences for data and expectations frequently and timely to increase parent participation and engagement.

• Parent Training

Create a parent-teacher academy STEM & Curriculum Nights quarterly Online resources that can be used to support learning at home Hands-on activities & manipulatives to support learning at home focused on foundational skills (basic math facts - addition, subtraction, multiplication, and division)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

Provide support to parents Encourage parent participation in school events Continue providing meaningful goal oriented conversations Provide trainings on benchmarks Give parents weekly reports of child's progress and ways to help them further improve Provide parents with strategies and homework assistance that can support learning at home Provide online resource parents can use to practice with their child at home Reinforce small group & differentiated instruction in PLCs Admin and/or PLC leaders work with teachers to create hands-on learning activities to reinforce learning in the classroom Assist teachers in creating questions that support mathematical concepts Keep students on task Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (basic math facts - addition, subtraction, multiplication, and division)

• Students

Build stamina and gain understanding of number sense Apply more effort and practice basic skills Improve work ethic and problem solving skills Be engaged Practice activities and strategies at home that support foundational skills (basic math facts - addition, subtraction, multiplication, and division)

• Parents

Attend school activities Practice with children at home Encourage & support students and school through their students' academic journey Attend school-based activities that support learning at home Community members can donate money for hands-on manipulatives and learning activities Support learning at home by exposing students to real life application(s) Assist teachers with the instructional framework Use activities at home with student that were shared during parent workshops focusing on foundational skills (basic math facts - addition, subtraction, multiplication, and division)

• Staff Training

Provide trainings that assist teachers in understanding how to better engage and support families and parents focused on foundational skills (basic math facts - addition, subtraction, multiplication, and division) Provide PDs and PLCs that address schoolwide deficiencies Provide hands-on opportunties for learning

• Accessibility

Provide different times ie morning and afternoon sessions Provide virtual options for meetings Provide correspondence in different languages and CLFs available during parent events to ensure understanding of information and increase parent engagement.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

60% of our students are perfomring below grade level.

2. List the root causes for the needs assessment statements you prioritized.

Students enter 5th grade with lack of foundational knowledge in science; vocabulary; teachers in K-4 do not teach science with fidelity; teachers do not know how to make science engaging for student learning; lack of time allotted to science planning Lack of parent capacity and knowledge of how to support learning at home Lack of time and personnel to provide additional interventions for students Lack of resources and materials to provide hands-on practice to support learning Lack of teacher knowledge of the math curriculum and standards

3. Share possible solutions that address the root causes.

be consistent through all grade levels; integration within the reading curriculum; engagement opportunities; have teacher plan together and talk amongst grade levels; teach students science from K-5 consistently, day to day beginning to end of year, year to year; more materials for hands on activitites; tutorial opportunities; heavily teach fairgame benchmarks in 3rd and 4th grade; provide hands-on labs to reinforce science skills and concepts; science through reading; word walls with pictures; science notebooks; planning vertically across grade levels; bring in speakers; evaluate what is working for the 40% who are performing at or above grade level; peer learning from each class More Professional Development opportunities for grades K - 5 to support teachers to understand standards, identify student needs and interventions, analyze data to drive instruction, etc (through the use of SSSCC, coaches, collab planning, teacher training, webinars, conferences, etc.) Provide extended learning opportunities through tutorials (after school, Saturdays, and summer) to support student learning in grades K-5 Support student learning through the day through push-in or pull-out small groups for differentiated instruction in grades K-5 (Academic tutors, resources teachers, paraprofessionals) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda Learning, etc.). Provide opportunities for students to use hands-on experiences/practice to support student learning (materials for science projects, experiments, etc.) Support student learning through the day through push-in or pull-out small groups for differentiated instruction in grades K-5 (Academic tutors, resources teachers, paraprofessionals)

4. How will school strengthen the PFEP to support Science?

• Communication

communicate data and student progress on a consistent basis; communicate any special events or programming at the school in a timely manner; reach out to parents in a variety of ways (ie. paper flyers, phone calls, emails, texts, class dojo) Communicate effectively and frequently correspondences for data and expectations frequently and timely to increase parent participation and engagement.

• Parent Training

Look into creating a parent-teacher academy; stem/curriculum nights focused on foundational skills (science vocabulary and scientific method)

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

  provide virtual field trips; science curriculm days; give students and teachers more opportunities for exposure to science; provide quality STEM nights to promote science; science projects; work with teachers to collaborate and plan for science Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (science vocabulary and scientific method)

- Students

  gain understanding of science vocabulary; actively engage; improve interest and vocabulary understanding of science concepts; obain vocabulary in K-4; create interactive science journals Practice activities and strategies at home that support foundational skills (science vocabulary and scientific method)

- Parents

  support learning at home; expose students to science outside of school and support schools outreach and opportunities in science Use activities at home with student that were shared during parent workshops focusing on foundational skills (science vocabulary and scientific method)

- Staff Training

  assist teachers in better engaging parents and families; assist teachers in better supporting parents and families focused on foundational skills (science vocabulary and scientific method)

- Accessibility

  provide different sessions for parent trainings; give option of face-to-face or virtual meetings Provide correspondence in different languages and CLFs available during parent events to ensure understanding of information and increase parent engagement.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: **$152,998.68**

Acct Description	Description								
Out-of-system Tutors	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Out of system, non-certified staff will support the After School Tutorial program by working with struggling/at risk students in grades 3,4,5 in ELA, Math and Science - tentative start date is October 2023	3	$15.00	2	1.5	15	Certified	Original	$2,025.00
	Collaborative Planning (outside of contracted hours) - Grades K-5 teachers will work together to analyze data and plan for ELA and math standards (create instructional focus calendars, lesson plans) to support instruction (Tentative start date Aug.) 180 hrs	5	$15.00	5	7	38	Non-Certified	Original	$99,750.00
Tutorial	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Out of system, non certified long term tutor will provide remedial ELA and reading support to struggling 6-8 students through a push-in or pull-out model of support, to increase reading literacy and comprehension and ensure student reach grade level proficiency - start date is August 2023	5	$37.00	2	1.5	10	Certified	Original	$5,550.00

Acct Description	Description					
Online subscription	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	Flocabulary to support ELA for students in grades K-5 / school site	1	$3,800.00	Original	$3,800.00	

Acct Description							
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**	
	Intermediate composition books	400	$1.64	General Supplies	Original	$656.00	
	Cases of white paper (1 case per teacher per trimester)	120	$44.61	General Supplies	Original	$5,353.2	
	Headphones	499	$7.10	Technology	Original	$3,542.9	
	Shipping	1	$2.85	General Supplies	Original	$2.85	
	Yellow highlighters to support ELA	20	$6.86	General Supplies	Original	$137.20	
	Chart paper markers black and various colors	1	$290.00	General Supplies	Original	$290.00	
	Pencils for classroom and tutorial (box of 24)	498	$1.61	General Supplies	Original	$801.78	
	Sticky notes to support writing	40	$5.89	General Supplies	Original	$235.60	
	2 pocket heavyweight folders (set of 36)	50	$35.27	General Supplies	Original	$1,763.5	
	ERASER DRY ERASE MAGENTIC SCHOOL SMART	25	$1.38	General Supplies	Original	$34.50	
	Color ink for printers for vocabulary walls & data	10	$80.00	Technology	Original	$800.00	
	Cardstock	10	$12.99	General Supplies	Original	$129.90	
	Pens for teacher use (box of 12)	30	$13.99	General Supplies	Original	$419.70	
	Dry erase Expo markers - black and various colors	1	$145.00	General Supplies	Original	$145.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Primary composition books (set of 10)	40	$26.67	General Supplies	Original	$1,066.8(
	BINDER VIEW AVERY 2 IN SLANT RING WHITE AVE17032	55	$7.25	General Supplies	Original	$398.75

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **$4,256.00**

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
Postage	Postage for school-home communication (485 students x 2 mailings = 970)	970	$0.63	Original	$611.1(	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	White copy paper for parent communication, trainings, meetings and activities during extended breaks	10	$44.61	General Supplies	Original	$446.1(
	Color copy paper for announcements, flyers, newsletters (various color reams - 50×4 colors)	100	$4.97	General Supplies	Original	$497.0(

Acct Description	Description					

	Item	Quantity	Rate	Supply Type	Type	Total
	Pens for parent trainings and meetings	20	$13.99	General Supplies	Original	$279.8
	Pencils for school hosted activities and trainings	100	$1.61	General Supplies	Original	$161.0
	Refreshments for parent trainings	3	$200.00	Program Supplies	Original	$600.0

Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Teachers in 3-5 grade will conduct data chats with parents after school hours to support school-home partnership and student learning at home.	10	$25.00	1	2	1	Certified	Original	$500.0
	Certified staff will train parents after school to support student learning at home - Parent Trainings in PFEP	5	$25.00	2	3	1	Certified	Original	$750.0

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **$121,882.57**

Acct Description	Description
Teacher Collaboration	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Provide opportunity for collaborative planning for K-5 teachers to analyze student data, identify needs of students, create action plans to meet needs of students - Tentative start date is July 2023</td><td>20</td><td>$25.00</td><td>1</td><td>20</td><td>3</td><td>Certified</td><td>Original</td><td>$30,000.0</td></tr></table>
Single School Culture Coordinator	Single School Culture Coordinator will provide ongoing ELA (Reading & Writing), math and science profession development for K-5 teachers to implement standards-based learning during cohorts after school and on teacher planning days. Monitor the implementation of lessons by developing focus calendars, lessons, and assessments that are aligned to the standards. Analyze assessments to measure the effectiveness of the facilitated lessons (PLCs, PDDs, coaching, modeling.
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Color ink to print assessment results</td><td>4</td><td>$80.00</td><td>Technology</td><td>Original</td><td>$320.0</td></tr><tr><td>Unlined and unlined PAPER FLIP CHART 3M 25X30 UNRULED WHITE 40 SHTS PK OF 2</td><td>8</td><td>$46.66</td><td>General Supplies</td><td>Original</td><td>$373.2</td></tr><tr><td>White copy paper</td><td>5</td><td>$44.61</td><td>General Supplies</td><td>Original</td><td>$223.0</td></tr><tr><td>Chart paper markers (black and various colors)</td><td>1</td><td>$64.24</td><td>General Supplies</td><td>Original</td><td>$64.24</td></tr></table>
Travel out-of-county	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>AVID Conference / June 2024 TBD / FL - Principal, AP, and 2 classroom teachers will attend to learn about strategies and best practices for different</td><td>4</td><td>$2,109.00</td><td>Original</td><td>$8,436.0</td></tr></table>

Acct Description	Description				
	Item	**Quantity**	**Rate**	**Type**	**Total**
	strands. Gain a deeper understanding of how educators can work collectively to create thriving learning cultures that activate student agency and success. (Registration $675.00; Transportation $186.00, Lodging $1,104.00, Per Diem $144.00)				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

To promote effective parental involvement, the staff at West Riviera Elementary welcomes input from parents and community members in decision-making and encourages all stakeholder to join us as we work together as equal partners in the educational process. We plan to achieve these goals by: * Building Teacher Capacity * Unleashing our Greatest Potential * Increasing Student Achievement * Leading with Excellence * Delivering Quality Instruction

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will

support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr. Alisha McKnight	Principal
Miesha A. Williams	Assistant Principal
Shameka Higgins	Single School Culture Coordinator
Jasneta Dorsey	Teacher
Andrea Harvey	Teacher
Andrea Russell	Teacher
Claudia Vereen	Teacher
Danielle Schwartztrauber	Teacher
Christina Davids	Teacher
Monique Murray	Teacher
Cheryl Moore	ESOL Coordinator
Yurki Suarez Falcon	ESOL Resource Teacher
Leontye Mann	Treasurer
Michael Sawney	Community Member
Ralph Davis	Community Member
Laura Robinson	Parent
Marie Claude	Parent

Name	Title
Greyni Williams	Parent
Vilma Tzoc	Parent
Santos Caniz	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Parents, teachers, students, and education support employees will be selected by their respective groups through an election. During the first SAC meeting, SAC members will be elected from the group of individuals in attendance to represent the community the school serves. All stakeholders are invited to participate.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders were invited to complete a Comprehensive Needs Assessment in February of 2023. The staff meetings took place on February 7 - 9, 2023. The stakeholder meeting took place on February 15, 2023. During the meetings, stakeholders reviewed our data and evaluated the effectiveness of our Schoolwide Plan. Along with teachers and staff, stakeholders addressed concerns and offered suggestions by completing the meeting documents provided during the CNA Meeting. Faculty and staff that were present assisted and provided insight. The documents were recorded and addressed during a meeting among administration and a few key faculty members in an attempt to address the feedback provided. In the upcoming school year, we will work with various stakeholders to utilize parents strengths and opportunities. The stakeholders will also be provided input through SAC meetings, surveys and regular communications. We will then take all the feedback and create a draft for parents to review. When final draft is approved, a compact of responsibilities will be created and sent out to all members of the school community. The plan will be reviewed regularly.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the CNA meeting, stakeholders offered suggestions as to how Title I funds should be spent. Stakeholders supported Academic Tutors for 3-5 classrooms. Stakeholders also requested supplies and takeaways for parent trainings, communication, refreshments and for staff to assist with parent trainings (if applicable) and parent conferences. As a result, WRES ordered table whiteboards for teacher use during small group instruction. We budgeted for tutors in all Grades 3-5 classrooms to begin the academic year. We also purchased composition books for interactive Reading, Math & Science journals. In addition, we purchased additional materials to assist with our parent trainings on family engagement nights. WRES continues to maintain Parent Support Site and use Remind web application with translation features as our universal mode of communication.

Name	Title
Dr. Alisha McKnight	Principal
Miesha A. Williams	Assistant Principal
Shameka Higgins	Single School Culture Coordinator
Laura Robinson	Parent
Claudia Vereen	Teacher

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;

- Parent's Right-to-Know; and

- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 18, 2023 at 8:30 am. The Title I Annual Meeting presentation will take place in the cafeteria.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School Marquee; WRES Parent Portal; Flyer; "Class Dojo" Web Application; Parentlink Callout

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitation, agenda, Title I Annual Meeting PowerPoint presentation, PFEP Summary, Parent Compact, and survey to collect parent input.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

How to Communicate Effectively and Build Rapport with Parents & Families

• What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will learn how to effectively communicate with parents as a means to build meaningful relationships. Teachers will learn how to engage families in their child's academics as well as create goals for instructional learning.

• What is the expected impact of this training on family engagement?

The expected impact of this training is to increase parent involvement, build rapport with children and families and increase academic achievement.

• What will teachers submit as evidence of implementation?

Call Logs; Parent Surveys; Conference Notes

• Month of Training

August 2023

• Responsible Person(s)

Miesha A. Williams & Shameka Higgins

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD

• Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Online Instructional Resources

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to access SIS Parent Gateway and demonstrate for parents where and how to access instructional resources (Benchmark, iReady, Khan Academy, BrainPop) to help students at home and to navigate through the site to support learning at home.

- What is the expected impact of this training on family engagement?

Parents will know how to access instructional resources from the student portal.

- What will teachers submit as evidence of implementation?

Presentation to be shared with parents; Conference Notes

- Month of Training

September 2023

- Responsible Person(s)

Miesha A. Williams & Shameka Higgins

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Online Instructional Resources

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

> TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

• Name of Training

> How to Access Online Instructional Resources via the Student Portal (SIS Parent Gateway)

• What specific strategy, skill or program will parents learn to implement with their children at home?

> Parents will learn to access various instructional resources through their child's portal, SIS Parent Gateway (ie. online library, lesson/assessment scores). This will enable the parent to have access to books on their child's level to read for pleasure and practice learned reading strategies.

• Describe the interactive hands-on component of the training.

> Parents will have access to chromebooks to follow along with the teacher and explore resources independently.

• What is the expected impact of this training on student achievement?

> Student acheivement is expected to increase as a result of parents being aware of the resources available to them and knowing how to access them. Parents will be able to provide additional help and work with them at home.

• Date of Training

October 2023

• Responsible Person(s)

Miesha A. Williams & Shameka Higgins

• Resources and Materials

Chromebooks

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

$150.00

2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Student Portfolio Review (Report Card Night) & SIS Parent Gateway

• What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will learn how to read and interpret various data points found in SIS Parent Gateway(iReady, PM #1 and FSQs & USAs). As a result, parents will learn strategies and resources to support learning at home, using instructional materials found in the Student Portal. They will know which areas their child is excelling in as well as where they are struggling.

- Describe the interactive hands-on component of the training.

Parents will be given a folder with a copy of relevant data forms. They will be able to follow along with the teacher while looking at their child's data and make notes. They will also have Chromebooks to access data found in the Student Portal.

- What is the expected impact of this training on student achievement?

After identifying areas of strengths and growth, parents will be able to work with and assist students at home, using instructional materials found in the Student Portal. As a result, student achievement will increase across all data points.

- Date of Training

November 2023

- Responsible Person(s)

Miesha A. Williams & Shameka Higgins

- Resources and Materials

Folders; Student Report Cards; Chromebooks

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

$200.00

4. Reflection/Evaluation of Training #2

- Name of Training

Student Portfolio Review (Report Card Night)

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

SWARM (Science, Writing, Arts, Reading & Math) Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be introduced to fun, Standards-Based activities that focus on Science, Writing, Arts, Reading and Math. Parents will be engaged in hands-on activities to support learning outside of the school environment.

- Describe the interactive hands-on component of the training.

Parents and students will rotate through 5 stations, each centered on one component of SWARM. Parents and students will collaborate with one another while challenging and exploring different phenomena. In addition, parents and students will be provided with takeaway activities to support learning at home.

- What is the expected impact of this training on student achievement?

Increase student engagement; Increase parental involvement; Increase student academic achievement across Science, Writing, Reading and Math.

- Date of Training

December 2023

- Responsible Person(s)

Miesha A. Williams & Shameka Higgins

- Resources and Materials

Paper; Folders; Pencils; Balloons; Rulers; Straws; Dry Ice; Blocks; Die; Tennis Balls; Foil; Pennies; Paint; Paint Brushes

- Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

$300.00

6. Reflection/Evaluation of Training #3

• Name of Training

SWARM (Science, Writing, Arts, Reading & Math) Night

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• How do you know?

TBD

• What went well with the training?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

Department of Multicultural Education and Migrant Education Programs

• Describe how agency/organization supports families.

The Department of Multicultural Education supports families with student registration through the Welcome Center. The department provides translation and interpretation services to provide comprehensible input for students and families. Coordinate parent engagement opportunities to increase parental involvement. Migrant Education Program supports high-quality education programs for migrant children that move among districts/states and helps to ensure these students are not generalized in any manner by disparities in curriculum, graduation requirements, or state academic content and student academic achievement standards.

• Based on the description list the documentation you will provide to showcase this partnership.

Pictures, Flyers; Emails

• Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

• Name of Agency

Project FACT (Fathers and Children Together) - Boys and Girls Club of Palm Beach County

- Describe how agency/organization supports families.

Project FACT is committed to working with community partners - to empower fathers and father figures. The primary purpose is to provide suitable mentors for children/youth whose fathers are not available.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures; Thank you Letters; Emails; Flyers

- Frequency

Ongoing

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Angel Program

- Describe how agency/organization supports families.

Supports families through donation of shoes, socks, undergarments and toys to students in need.

- Based on the description list the documentation you will provide to showcase this partnership.

Angel Tree Order Form Spreadsheet; Thank you letter; Pictures

- Frequency

Once

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

School-Parent Compact, PFEP Summary, Parent's Right-to-Know letters, out-of-field teachers, Title I Annual Meeting, SAC meetings, parent trainings, and Curriculum nights will be communicated to parents via ParentLink; Class DoJo, ParentLink, "Remind" web application, Google Classroom Announcements, Parent Support Site, and flyers in multiple languages with prior notice.

• List evidence that you will upload based on your description.

Flyers; Parent Link Data Email; PPT Presentations; Remind transcript summary; Screenshots of Google Classroom Announcements; Social Media Posts; Screenshots of Class DoJo reminders

• Description

Title I Annual Meeting, Curriculum Nights, SAC Meetings, Parent-Teacher Conferences & Data Chats

- List evidence that you will upload based on your description.

> Flyers; Invitations; SAC agendas; Sign In Sheets; Conference Notes; Curriculum Night PPT Presentations; Marquee

- Description

> Progress Reports, Report Cards, IEP/LEP meetings, Assessment results such as iReady, FSQs, USAs and PM Data for Fall, Winter & Spring, Parent Data Chats, Title I Annual Meeting, SAC Meetings

- List evidence that you will upload based on your description.

> Parent Data Chat Forms; Parent Newsletters; Sign in Sheets; Conference Notes; SAC Agendas; SuccessMaker Reports; iReady Reports, Progress Reports, Report Cards, IEP/LEP meetings notes, PM Data Reports

- Description

> Title I Annual Meeting, SAC meetings, IEP/LEP meetings, parent-teacher conferences

- List evidence that you will upload based on your description.

> SAC Agendas; Sign In Sheets; Conference Notes;

- Description

> Flexible meeting schedules (am and pm offerings) as well as virtual options for attendance. Trainings are scheduled at various times in the evenings on multiple days if necessary. Parent conferences are scheduled at times that are convenient for the parents. If permissible at the time, we will designate an area for child supervision.

- List evidence that you will upload based on your description.

> Flyers; Staggered Meeting Options; Google Form/Letter indicating parent preference; Parent Support Site; Social Media; Invitations; Parent Feedback forms; Calendar; and Marquee

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

In order to provide accommodations for parents with limited English proficiency, the CLFs will ensure that all documents are available in multiple languages and translations are available to assist with meetings. ParentLink messages are in multiple languages. Agendas, flyers and invitations are translated into different languages. Presentations will be translated by our CLF and ESOL resource teacher(s).

• List evidence that you will upload based on your description.

Callout messages; Flyers; Compact, PFEP Summaries in all languages

• Description

In order to provide parents and families with disabilities accommodations, the school building is ADA accessible. School will also provide hearing impairment audio equipment and any other support that is requested. Google Form surveys will be sent out to parents to learn about their assistance needs. We will contact the District if additional support for families is needed.

• List evidence that you will upload based on your description.

Google Form Responses; Pictures of Staff Providing Support; Sign In Sheets, Emails, Photos of ADA Compliant Building

• Description

Administration, the Guidance Counselor and the ESOL department will ensure that families feel welcomed. The school will coordinate with the migrant department and multicultural department as needed to provide additional support to our migrant working families. School will coordinate home visits when necessary. Send flyers home via backpack or mail in multiple languages regarding services offered. We will supply families with uniforms, shoes, undergarments, school supplies and backpacks. We will also inform parents of food pantry distribution dates.

• List evidence that you will upload based on your description.

Flyers; Contact Log; Home Visit Notes when applicable; Meeting Notes when applicable; Distribution of resources log/photos, School Staff referral to Migrant Department, Migrant brochures of services to families in all languages.

• Description

The Guidance Counselor will connect families with community programs and begin a school based team referral packet on the student if needed. School personnel will assist families in setting them up with the McKinney Vento Program if needed. We supply families with uniforms, shoes, undergarments, school supplies and backpacks. We also inform parents of food pantry distribution dates.

• List evidence that you will upload based on your description.

McKinney Vento Flyer; Distribution of resources log/photos, Student Housing Questionnaire (SHQ) form (2479), McKinney Vento flyer of services to families in all languages.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

• Name of Activity

Career Day

• Brief Description

Students will interact with different community members. Our community partners will share information about their job, skillset and educational background.

2. Activity #2

• Name of Activity

Science Fair

• Brief Description

Students will collaborate with their peers to apply the principles of the scientific method.

3. Activity #3

• Name of Activity

F.A.S.T. Family Fun Day

• Brief Description

Encourage parents and families to celebrate academic success and be active participants in their child's learning process. As a result, this will continue to build and strengthen relationships between home and school.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

West Riviera Elementary is dedicated to providing students with non-academic skills that will support their overall learning and well being. All classes use the "SLANT the Line" as a School-Wide behavioral guideline. STAND up straight; LOOK at the person in front of you; ARMS at your side; NOISE level zero; THINK about where you are going. This will enforce behaviors as students move throughout the building and keep everyone safe. Each class schedule has a built-in 15 minute Morning Meeting which incorporates SEL strategies and discussions daily. This is also an opportunity for teachers and students to debrief and mentally prepare them for the upcoming lessons. Students are provided a safe place and time to discuss whatever is on their mind to promote a healthy mindset for the day. We also utilize universal hand signals. West Riviera's Guidance Counselor is in charge of all support services to assist students in areas of bullying, behavioral decision-making, etc. The counselor also provides resources for families to cope with community issues such as grief counseling, homelessness, and attendance issues. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselor reinforce the character of the month during Fine Arts rotations. West Riviera is fortunate to have a School Behavioral Health Professional to support the behavioral and mental health of students within our school behavioral health continuum. The position is integral to proactive and effective initiatives/efforts of a multidisciplinary team comprised of a range of industry disciplines within the broad spectrum of mental/behavioral health and wellness. It offers a continuum of supports that includes prevention, intervention, and intensive strategies that meet the needs of individual students. Each classroom uses C.H.A.M.P.s (Conversation, Help, Activity, Movement, Participation, Success) for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines " Mustang Pride" are evident throughout the school. Positive praise is used to reinforce behaviors. Each class has developed classroom incentives for students based on their grade level and rewards are given if students exhibit the appropriate behaviors during and out of classroom settings with the use of treasure box, verbal praise and/or classroom chants when a student is observed displaying positive behaviors, etc. We also utilize 5 ASL (American Sign Language) signs as verbal cues to communicate common requests or responses. By doing so, students do not verbally interrupt teachers, staff or peers when they are speaking. Health and Wellness initiatives have also been implemented in the school to build students' awareness of healthy choices through the Healthy Schools Team. Students are taught and encouraged to make healthy choices in the lunch line. Adult supervision during lunch duty also encourages students to eat their fruits and vegetables on their lunch tray daily. Additionally, the school provides a daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart".

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;

- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The School-Based Team (SBT) uses the Problem Solving Model to conduct all meetings. Our meetings are data-driven and we identify students that are in need of social/emotional and academic support. The steps of the Problem Solving Model are 1) Problem identification, 2) Problem analysis, 3) Intervention and Implementation and 4) Evaluating. Teachers along with leadership collaborate during PLCs, faculty meetings, and teacher team meetings to discuss the needs of the students. Parents are informed of their child's academic needs via Progress Monitoring and/or parent conferences. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade-level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Students that are homeless or in Foster Care are required to be placed on SBT. Students that have excessive absences should be placed on SBT by the teacher. Tier 1 Implementation: West Riviera is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in the iReady and RazPlus program for reading and SuccessMaker for math. Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of supplemental intervention provided by the teacher. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior needs. Tier 2 interventions for Reading are: - LLI (Leveled Literacy Intervention) - Voyager Passport for Push-in/Pull-out Small Groups - Small group Word Study Tier 2 Interventions for Math: - small group instruction using models and manipulatives - SuccessMaker intervention resources - Khan Academy for remediation - iReady For behavior check-in/check-out procedures to encourage students to do what is positive Students struggling use behavior charts that teachers collect data and share with admin and SBT. Tier 3 Implementation: Students requiring additional intensive instruction receive an additional 15 minutes of support focused on the skills that pose the greatest barrier to the acceleration of student learning. Typically, the instruction is provided to individual students in a pull-out setting. - a narrow focus on identified barrier - included but not limited to additional time using the specific intervention - Behavior: Community support - iReady Tools The 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. 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. Teachers and staff have systems in place to identify students who have attended, behavioral or academic concerns. Staff is aware of the procedures for notification after students are identified as meeting one of the barriers that are blocking their success. Interventions for students experiencing difficulty with behavior follow the same four steps of the Problem Solving Model (Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating). Students receive Tier 2 and Tier 3 support for behavior as needed.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.

- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

West Riviera has a common schedule for all classes in each grade level that was developed by the Assistant Principal and Single School Culture Coordinator to ensure that a specific academic routine is in place for all students grade K-5. All students participate in ELA Reading, Math, Science, and Social Studies, Writing, and Fine Arts to include: PE, Music, Media, Guidance and Art in a structured timeframe to ensure all standards are met as well as academic needs in a rotational model of small group and technology. Daily recess is also incorporated into their schedule. Teachers and Leadership review data and analyze data with teachers on a weekly basis during PLCs (Professional Learning Communities) provided by the Single School Culture Coordinator, the PLC Facilitator and the Assistant Principal. Teachers will reteach standards in which students are displaying a weakness based on data and then re-evaluate. Students will receive after-school tutoring on Tuesdays and Thursdays for additional intervention of the core subjects in ELA, Math & Science Students are immersed in rigorous tasks encompassing the full intent of the standards. Tutoring will occur face to face in a small group setting. Minimum of one teacher and one tutor will be assigned per grade level to ensure the tutorials are meeting the students specific needs. Students are actively engaged with complex texts, tasks, and talk using evidence from the text. Our school creates opportunities for teachers to unpack the Florida Standards and to plan and collaborate rigor in all content areas during Professional Development. This complex thinking supports a deeper level of comprehension that promotes accountable dialogue which will help close the achievement gap. Administration have identified students to mentor that fall within the Lowest 25% of both ELA and Math. Administration will monitor data and connect with the students on a weekly basis. We want to support the students both academically and socially by any means possible. Administration will offer individualized tutoring if necessary and pull students for make-up assessments. Our master schedule does focus on the needs of all students to include general education, ESE ELL and RtI. Student schedules are analyzed and created by looking at the best academic setting for the student with input from ESE Coordinator, Guidance and Single School Culture Coordinator. Each 3-5 grade level has support from either support staff or Academic Tutors assigned to the classroom to assist in the rotational model of ELA/Reading and Math. Fourth grade and fifth grade have been departmentalized to ensure maximum academic success and prepare students for middle school. The support staff and/or Academic Tutors will use the LLI curriculum to meet the needs of students that have been identified as our Lowest 30% for Reading. The instructional staff will teach and reinforce academic behaviors for higher-level thinking which will create a ripple effect in later grades. Elementary students will develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. The students will learn about the organization, study skills, communication, and self-advocacy. Teachers will implement WICOR strategies and a specific note-taking strategy to increase rigor and help students organize information. The strong college-going culture on an AVID Elementary campus will encourage students to think about their college and career plans. College and careers are no longer foreign concepts and teachers provide the academic foundation students needed to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins. West Riviera Elementary School teachers will participate in AVID Foundations 3-5 training facilitated by District AVID support and attend AVID Summer Institute Professional Development. West Riviera has adopted a strategy from RCA (Ron Clark Academy) that fosters a school climate for students, parents, staff, and community stakeholders to generate a positive atmosphere for learning which are non-verbal cues (American Sign Language).

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

West Riviera Elementary School is committed to developing a college and career plan through planned academic programs such as Career day. Career Day will be held during the month of March, where various professionals will be invited to speak to students about their careers. Students will be able to ask questions to obtain information about what it requires academically, professionally, and personally to have their chosen career. Elementary students will develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. The students will learn about the organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. The strong college-going culture on an AVID Elementary campus will encourage students to think about their college and career plans. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins. Students will be introduced and trained on AVID strategies.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus

- On-site school tours for new kindergarten families

- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

West Riviera Elementary offers a full-time Voluntary Pre-Kindergarten Program (VPK program) which integrates into primary classes K-2 then Intermediate 3-5; as an early intervention to increase reading on grade level by third grade and to increase student readiness to enter Kindergarten. West Riviera Elementary offers a year round Voluntary Pre-Kindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida Department of Education. Students are exposed to the use of technology for education. This is excellent preparation for PreK students transitioning to Kindergarten because they will already have the technological skills necessary for the online platforms utilized in the classroom as well as an increased stamina for screen time. West Riviera offers Kindergarten Round-Up which allows parents to become familiar with strategies that will prepare them for the academic needs of their child starting Kindergarten. Parents will attend "Meet the Teacher" at the beginning of the school year to prepare parents and students for the first day of school. During Kindergarten Round-Up parents receive information regarding documentation required for entering Kindergarten. Parents are educated on shot requirements. In addition, a Kindergarten teacher prepares educational packets such as educational content, sight words and overall expectations for Kindergarten readiness. Information is also placed on the WRES Parent Support Site.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support

instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers and Administration participate in Professional Learning Communities (PLCs) and Professional Development (PD) weekly and monthly as indicated by the District calendar. These components of training are designed to build teacher capacity on delivering instruction and best researched-based practices that supports academics. Since distance learning, virtual options has made Professional Development more accessible and convenient for teachers. As a school, we reach more teachers at their convenience to disseminate pertinent information and offer trainings that the teachers need in order to be successful in the classroom. We survey the teachers often to solicit ideas for upcoming trainings they wish to see offered. On PDD, we offer an array of trainings facilitated by a member of Administration or an expert level staff member for teachers to choose from. Teachers participate in grade-level meetings and PLCs to plan, review standards and develop lessons that are based on data with the support of our Single School Culture Coordinators and North Area Support. During faculty meetings and PD days, teachers focus on the Pillars of Effective Instruction ensuring ALL students are provided with instruction that will prepare them for academic success. Professional development also focuses on ESE and ELL strategies to better support students with various needs. West Riviera updates and offers teachers trainings on technology and best practices by a member of our PD Team. We also created a virtual PD Library with videos, templates, and training documents for all staff to review and use at their leisure. We also created newsletters and share "Tech Tips" on a monthly basis. In regards to new teacher hires, all-new teacher have to complete the Educator Support Program that is offered by the District to build their capacity by ensuring that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies on best practices. Our Lead Mentor guides all participants through each step of the Educator Support Program. Academic tutors newly hired participate in training with our Single School Culture Coordinator to build their capacity on LLI that will be used in small groups for reading. Additional training is offered during weekly PLCs (Professional Learning Communities) to train teachers on how to use iReady, LLI, SuccessMaker and/or other instructional tools and technology.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:
- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

West Riviera Elementary recruits qualified and effective teachers by the means of Job Fairs, Human Resources, and Regional office recommendations. WRES also attempts to reach out to local universities or colleges for aspiring teachers through internships who can then be retained at the school. We also encourage word-of-mouth. Interviews for potential candidates are offered face to face or virtually. Google Meets have played in pivotal role across the board. The ability to meet virtually enables us to interview multiple candidates that fits both our schedules. We interview virtually because it is much more convenient for the participants. We hope to retain the new teachers through support and professional development to ensure their success in the field of education. All new hires are required to participate in: New Teacher Orientation, Educators Support Program, Grade level meetings & PLCs. The administration strives to develop a positive morale on campus to include meaningful feedback and support. The administration has ongoing incentives and recognition for staff. Administration also values cultivating leaders among our staff. We provide learning opportunities and solicit input for the decision making process when it entails instruction. Administration also has an open-door policy for all to share and participate in school decisions that affect and will enhance the academic experience for all students. We also provide opportunities for part-time pay such as tutoring, training, and for parent trainings as possible.