School District of Indian River County

Pelican Island Elementary School

2019-20 School Improvement Plan

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Pelican Island Elementary School

1355 SCHUMANN DR, Sebastian, FL 32958

www.indianriverschools.org

Demographics

Principal: Rachel Moree

Start Date for this Principal: 8/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

It is the mission of Pelican Island Elementary School to unite community resources for families and inspire environmentally- minded students to become lifelong learners.

Provide the school's vision statement

Pelican Island Elementary School is a learning environment dedicated to empowering students and families to develop into engaged citizens who serve and improve their communities.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Moree, Rachel	Principal	Instructional, behavioral, and social-emotional leader responsible for the day to day functions within and outside of the school to build professional capacity and create an environment for student and teacher success. Evaluator and supervisor of faculty and staff, supporting and promoting the school and the school community.
Wagner, Theresa	Assistant Principal	To provide support in the areas of curriculum, coaching, modeling and intervention. To provide the resources needed to aide instructional personnel to promote best practice,
Copolla, Carol	Instructional Coach	To model, assist and support all faculty, students and staff in the area of English Language Arts (ELA).
Carlson, Cindy	Instructional Coach	To model, assist and support all faculty, students and staff in the area of Mathematics.
Bartolini, Katy	Instructional Coach	To model, assist and support all faculty, students and staff in the area of English Language Arts (ELA) in grades K-2.
O'Shea, Jeanmarie	Other	Behavioral Intervention Specialist responsible for supporting and providing resources for parents, teachers, students and families in the area of social-emotional growth and behavioral health.
Lott, Diane	Teacher, ESE	Support teachers and instruct students with disabilities aligned with their IEP goals.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	40	45	57	71	48	55	0	0	0	0	0	0	0	316
Attendance below 90 percent	0	6	7	7	7	4	0	0	0	0	0	0	0	31
One or more suspensions	0	1	0	2	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	8	9	21	14	21	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	2	1	3	6	1	0	0	0	0	0	0	0	13

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
26

Date this data was collected or last updated
Sunday 8/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	6	11	12	9	13	0	0	0	0	0	0	0	51
One or more suspensions	0	0	1	1	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	19	8	14	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	58%	57%	47%	57%	56%
ELA Learning Gains	54%	57%	58%	47%	55%	55%
ELA Lowest 25th Percentile	65%	54%	53%	43%	49%	48%
Math Achievement	48%	63%	63%	47%	63%	62%
Math Learning Gains	44%	60%	62%	46%	61%	59%
Math Lowest 25th Percentile	37%	48%	51%	45%	52%	47%
Science Achievement	40%	54%	53%	50%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						**Total**
	K	1	2	3	4	5	
Number of students enrolled	40 (0)	45 (0)	57 (0)	71 (0)	48 (0)	55 (0)	316 (0)
Attendance below 90 percent	0 ()	6 ()	7 ()	7 ()	7 ()	4 ()	31 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	2 (0)	1 (0)	2 (0)	6 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)
Level 1 on statewide assessment	0 ()	8 (0)	9 (0)	21 (0)	14 (0)	21 (0)	73 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	53%	60%	-7%	58%	-5%
	2018	46%	56%	-10%	57%	-11%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	46%	61%	-15%	58%	-12%
	2018	37%	56%	-19%	56%	-19%
Same Grade Comparison		9%				
Cohort Comparison		0%				
05	2019	42%	54%	-12%	56%	-14%
	2018	52%	52%	0%	55%	-3%
Same Grade Comparison		-10%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	64%	-5%	62%	-3%
	2018	46%	60%	-14%	62%	-16%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	49%	64%	-15%	64%	-15%
	2018	42%	63%	-21%	62%	-20%
Same Grade Comparison		7%				
Cohort Comparison		3%				
05	2019	32%	57%	-25%	60%	-28%
	2018	48%	58%	-10%	61%	-13%
Same Grade Comparison		-16%				
Cohort Comparison		-10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	39%	53%	-14%	53%	-14%
	2018	44%	54%	-10%	55%	-11%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	51	63	30	41	40	22				
BLK	16	26	50	20	23	27	22				
HSP	59	80		35	38						
WHT	61	64	65	65	57	50	49				
FRL	41	52	63	42	45	37	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	37	35	23	34	44					
BLK	23	35	42	32	47	43					
HSP	50	55		42	18						
WHT	55	49	43	52	49	50	62				
FRL	41	42	41	45	46	41	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our Math learning gains for our lowest 25% was our lowest performing component for the 18-19 school year. Only 37% of our bottom quartile students made a learning gain in Math. The prior year, only 45% of the lowest 25% made learning gains in Math. Additionally, our African American students and students with disabilities are subgroups that are achieving below 41% according to ESSA reports. One contributing factor was the huge increase in the ESE population in 5th grade, without the appropriate professional development to support that change.

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

Our Science proficiency showed the greatest decline from the prior year. In 2017-2018, 50% of our 5th grade students were proficient in Science. During the 2018-2019 school year, only 40% of students were proficient in Science. Instructional time was not consistently dedicated to Science instruction throughout multiple grade levels. Additionally, we implemented a new curriculum in K-5, and time to learn it and professional development could also be a contributing factor.

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

Math learning gains had the greatest gap when compared to the state average. 44% of Pelican Island Elementary's students made learning gains in 2019, while the state average was 62%. That is an 18% difference. Again, a contributing factor was the huge increase in the ESE population in 5th grade, without the appropriate professional development to support that change.

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

Our ELA learning gains for our lowest 25% of students showed the most improvement. In 2017-2018, 43% of the bottom quartile made learning gains, while in 2018-2019, 65% of students made learning gains. This is a 22% increase. New actions that PIE took in this area included more small, targeted groups, RtI using phonics for Reading, and incorporating data monitoring where students take ownership of the learning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the Early Warning System data, two potential areas of concern are the number of students who attend school less than 90% of the time, and the number of students who scored a Level 1 on the state assessments.

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

1. Increase proficiency across all areas (ELA, Math, and Science) through improving tier 1 instruction
2. Increase BQ learning gains in Math
3. Increase achievement for Students with Disabilities
4. Increase achievement for African American students
5. Increase BQ learning gains in ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Achievement and Proficiency
Rationale	Pelican Island Elementary has consistently earned a C rating for several years. With professional development opportunities for staff and extended learning opportunities for students, we will be able to increase achievement and proficiency for all students.
State the measureable outcome the school plans to achieve	PIE plans to increase student achievement in all areas. We expect 75% of the students in our bottom quartile to make learning gains. We also plan to increase our learning gains both for ELA and Math. Within our subgroups, we will target our African American subgroup and Students with Disabilities subgroup so that explicit, targeted instruction increases their achievement.
Person responsible for monitoring outcome	Rachel Moree (rachel.moree@indianriverschools.org)
Evidence-based Strategy	We will collaborate within our school and district to grow as educators, through the use of Professional Learning Communities, instructional rounds, collaborative planning, and professional development opportunities.
Rationale for Evidence-based Strategy	Marzano and Hattie completed extensive research regarding improving student achievement, and the most important variable found is the quality of instruction students receive. They said to ensure students learn at higher levels, simply improve teaching. By incorporating these action steps into our plans for this year, we hope to achieve our goals and increase student achievement.
Action Step	
Description	1. "Engaging Students with Poverty in Mind" PLC/Book Study 2. Exceeding Expectations conference with 6 school leaders 3. Implementation of collaborative planning 4. Instructional Rounds K-5, both at PIE and within the SDIRC 5. FDLRS training - Hattie's research, growth mindset, and high expectations for students with disabilities
Person Responsible	Rachel Moree (rachel.moree@indianriverschools.org)

#2	
Title	Increase Family and Community Engagement
Rationale	Research shows that family engagement increases student achievement, reduces absenteeism, and improves parents' confidence in their children's education. Students with engaged families earn higher grades and test scores, have better social skills, and show improved behavior.
State the measureable outcome the school plans to achieve	Increase family engagement in ongoing events, specifically Open House, Math, ELA, and Science nights, Fall Fest, Night of Joy, and social media.
Person responsible for monitoring outcome	Rachel Moree (rachel.moree@indianriverschools.org)
Evidence-based Strategy	Communicate and build trusting relationships
Rationale for Evidence-based Strategy	Frequent and positive communication with family members is critical to effective family engagement. This means treating people with respect and ensuring that interactions with family members are not solely in response to negative student behaviors or performance.
Action Step	
Description	1. Use social media as a platform to engage families and the community (Facebook and Twitter) 2. Implement weekly School Messenger calls in English and Spanish so families are aware of what is going on at school 3. Keep the school website and calendar up to date so that stakeholders can participate in events taking place at the school 4. Create and share a magnet with all school events on it so stakeholders have easy access to events 5.
Person Responsible	Rachel Moree (rachel.moree@indianriverschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Positive office referrals have been implemented so that the school is purposeful about supporting students and celebrating their successes. Additionally, Facebook and Twitter accounts have been created and updated to foster positive relationships with all stakeholders. A quarterly "Pelican Panel" is being implemented this year to invite school and community stakeholders to review the school's vision and mission, and have a voice in the decisions being made.

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

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

Pelican Island Elementary has blocked time on the master schedule for each grade level to participate in Sanford Harmony, a social/emotional curriculum. The school also has a Behavior Intervention Specialist and an outside agency that focuses on Mental Health services for targeted students. PIE also serves a number of students and families through our backpack buddies program which supplies food for the weekend for some of our Economically Disadvantaged families.

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

Transition opportunity events take place for incoming and outgoing students. Daycares and Preschools are invited to our campus for a tour and information about the school routines, procedures and expectations. Outgoing students are met by Middle School counselors to determine schedules and student needs and interests. ESE students are given opportunity for transition meetings depending on placement and need and available services.

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

The instructional leadership team (ILT) meets weekly to analyze data in order to identify and align all available resources in order to met the needs of all students and maximize desired student outcomes. Through collaborative planning (three times a week), data analysis (ongoing), parent and teacher roundtables (quarterly), and classroom observations (daily), the team is able to problem solve and apply resources for the highest impact. The ILT consists of the Principal, Assistant Principal, ELA Coach, Math Coach, Behavior Intervention Specialist, ESE Teacher, and K-2 Interventionist.

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

We showcase various colleges and careers through our daliy morning announcements. We also partner with various local businesses and community organizations to increase exposure for our students. For example, we are creating a partnership with the JDO Foundation, so that our students are paired with same-aged students in a different country. Through this opportunity, students increase their awareness of opportunities that are available to them globally.

Part V: Budget						
1	**III.A**	**Areas of Focus: Increase Achievement and Proficiency**				**$9,900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	750-Other Personal Services	0121 - Pelican Island Elementary School	Title, I Part A		$4,000.00
		Notes: This will be used to substitutes during professional development opportunities and instructional rounds				
	6400	330-Travel	0121 - Pelican Island Elementary School	Title, I Part A		$5,300.00
		Notes: This will cover the Exceeding Expectations conference with 6 members of the leadership team.				
	6400	510-Supplies	0121 - Pelican Island Elementary School	Title, I Part A		$600.00
		Notes: This will be used to purchase "Engaging Students with Poverty in Mind" for the faculty.				
2	**III.A**	**Areas of Focus: Increase Family and Community Engagement**				**$0.00**
					Total:	**$9,900.00**