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Dodgertown Elementary School

4350 43RD AVE, Vero Beach, FL 32967

www.indianriverschools.org

Demographics

Principal: Aretha Vernette

Start Date for this Principal: 9/5/2019

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)	83%
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 English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: D 2014-15: D 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	N/A
* 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.

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

To make a difference by educating, inspiring, and serving all students with excellence.

Provide the school's vision statement

Dodgertown Elementary is known for its quality education system which engages and prepares all students for success.

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
Vernette, Aretha	Principal	<p>PERFORMANCE RESPONSIBILITIES: Instructional Program Leadership/Development *(1) Provide instructional leadership and supervision for student achievement. *(2) Manage and administer the development, implementation and assessment of the instructional programs at the assigned school. *(3) Utilize current research, outside resources, performance data and feedback from students, teachers, parents and the community to make decisions related to improvement of instruction and student performance. *(4) Promote high student achievement. *(5) Coordinate the School Advisory Council. *(6) Coordinate program planning with district instructional staff. *(7) Supervise the selection of instructional materials and equipment. *(8) Supervise the assessment program for the school. *(9) Align school initiatives with district, state and school goals. *(10) Direct the development of the school’s schedule and assign teachers according to identified needs. *(11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. *(12) Facilitate the development and implementation of the school’s technology plan. *(13) Provide leadership in the effective use of technology in the classroom. *(14) Monitor the delivery of ESOL services. *(15) Monitor and coordinate the implementation of Pre-Kindergarten programs and services at designated sites.</p> <p>Personnel Action Services *(16) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. *(17) Interview and select qualified personnel to be recommended for employment. *(18) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *(19) Implement and administer negotiated employee contracts at the school site. *(20) Assign and supervise school personnel to special projects for the enhancement of student learning. *(21) Establish job assignments for school-site administrators, teachers and support personnel. *(22) Develop and administer duty rosters for certificated and</p>

Name	Title	Job Duties and Responsibilities
		<p>noncertificated staff as required.</p> <p>*(23) Manage and administer personnel development through training, inservice and other developmental activities.</p> <p>*(24) Provide training opportunities and feedback to personnel at the assigned school.</p> <p>School Operations/Delivery Systems</p> <p>*(25) Supervise the operation and management of all activities and functions at the assigned school.</p> <p>*(26) Develop positive school/community relations and act as liaison between the school and community.</p> <p>*(27) Access, analyze, interpret and use data in decision-making.</p> <p>*(28) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>*(29) Monitor the custodial program at the school to ensure a clean, healthy and safe learning environment.</p> <p>*(30) Supervise the orderly movement and safety of transportation services on school grounds.</p> <p>*(31) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budgets and internal accounts.</p> <p>*(32) Establish and manage accurate student accounting and attendance procedures at the assigned school.</p> <p>*(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>*(34) Communicate, through proper channels, to keep the Superintendent informed of pending problems or events of an unusual nature.</p> <p>*(35) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(36) Implement the School Board policies, state statutes and federal regulations as they pertain to the assigned school.</p> <p>*(37) Monitor the effective operation of the school food service program.</p> <p>*(38) Supervise the preparation and maintenance of accurate and timely reports and records.</p> <p>*(39) Provide a safe, positive and creative environment for optimum growth and development of all stakeholders.</p> <p>Student Support Services</p> <p>*(40) Establish school guidelines and enforce district guidelines for proper student conduct</p>

Name	Title	Job Duties and Responsibilities
		<p>with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(41) Facilitate a program of family and community involvement.</p> <p>*(42) Supervise the student support program and services to ensure that individual student educational and developmental needs are met.</p> <p>*(43) Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.</p> <p>*(44) Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>*(45) Approve all school-sponsored activities and maintain a calendar of all school events.</p> <p>*(46) Maintain visibility and accessibility on the school campus.</p> <p>*(47) Attend school-related activities and events.</p> <p>Personal/Professional Employee Qualities</p> <p>*(48) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>*(49) Communicate effectively, both orally and in writing, with parents, students, teachers and the community.</p> <p>*(50) Model effective listening and positive interaction skills.</p> <p>*(51) Model and maintain high standards of professional conduct.</p> <p>*(52) Set high goals and standards for self, others and the organization.</p> <p>*(53) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(54) Participate in developing the strategic plan, school calendar, staffing plan and other district-level activities as required.</p> <p>Leadership</p> <p>*(55) Provide leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council.</p> <p>*(56) Promote the vision and mission of the district.</p> <p>*(57) Establish a vision and mission for the school in collaboration with key stakeholders.</p> <p>*(58) Exercise proactive leadership in promoting the vision and mission of the district.</p> <p>*(59) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(60) Access district and community resources to meet school needs.</p> <p>*(61) Anticipate problems and difficult situations and plan appropriately to handle them.</p> <p>*(62) Act quickly to stop possible breaches of safety, ineffective procedures and/or interference</p>

Name	Title	Job Duties and Responsibilities
		<p>with operations.</p> <ul style="list-style-type: none"> *(63) Provide recognition and celebration for staff, student and school accomplishment. *(64) Build teams to accomplish plans, goals and priorities. *(65) Promote and market the school and its priorities. *(66) Serve as a member of the Superintendent’s leadership team. <p>Perform other tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects. May be required to restrain a physically active individual as a temporary safety measure.</p>
<p>Racine, Kristen</p>	<p>Assistant Principal</p>	<p>PERFORMANCE RESPONSIBILITIES: Instructional Program Leadership/Development</p> <ul style="list-style-type: none"> *(1) Assist in the development, implementation, coordination, organization, management, and evaluation of all aspects of the school’s educational program including the use of technology. *(2) Provide recommendations to the principal regarding curriculum improvement. *(3) Supervise equipment selection, acquisition and inventory. *(4) Assist the principal in the administration of the summer school program and before and after school programs. *(5) Assist with the coordination of student field trips. *(6) Assist in the administration of the school’s testing programs. *(7) Assist in the coordination of the school’s accreditation program. *(8) Assist in administering the Exceptional Student Education and 504 programs. *(9) Assist in administering the English as a Second Language program. *(10) Develop and implement the school’s instructional program with assistance from district personnel and provide for articulation among school personnel as assigned by the principal. *(11) Supervise the purchase, selection and utilization of textbooks, materials, supplies and equipment.

Name	Title	Job Duties and Responsibilities
		<p>Personnel Action Services</p> <ul style="list-style-type: none"> *(12) Request, orient and assign substitute teachers. *(13) Assist with college/university intern assignment and placement. *(14) Assist in managing and supervising the exceptional education, bilingual and ESOL programs and requirements. *(15) Assist in the preparation of the master schedule. *(16) Assist with the supervision of personnel including orientation of new employees as assigned. *(17) Assist in developing personnel assignments and duty rosters. *(18) Assist with the interview and selection of personnel to be recommended for employment as required. *(19) Assist in implementing and administering the negotiated employee contracts. *(20) Assist in the coordination of the school's inservice program. *(21) Assist in the development of individual professional development plans as required. *(22) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *(23) Provide training programs, assistance and feedback to personnel as required. *(24) Develop the master teaching schedule and assign teachers according to identified needs. *(25) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through inservice, programs for new teachers and other developmental activities. *(26) Supervise department or grade level chairs and conduct meetings as appropriate. *(27) Provide feedback and assistance to employees as needed. <p>School Operations/Delivery Systems</p> <ul style="list-style-type: none"> *(28) Assist the principal with the daily operation of the school. *(29) Assist in supervising, monitoring and verifying the accurate and timely completion of data collection and reporting requirements. *(30) Assist in the supervision of the maintenance, inspection, safety, and care of the physical plant. *(31) Assist in developing and monitoring the school budget as assigned. *(32) Provide assistance to the principal in the formulation and implementation of general school policies and regulations. *(33) Assist with the development of positive school/community

Name	Title	Job Duties and Responsibilities
		<p>relations and effective communication and act as liaison between the school and community as required.</p> <p>*(34) Supervise all facets of the registration process, including but not limited to, the production of the curriculum guide and related materials.</p> <p>*(35) Coordinate the production of pre-planning materials including handbooks.</p> <p>*(36) Assist in coordinating the school food service program as it relates to the special needs of the school.</p> <p>*(37) Maintain adequate property inventory records, key control and security of school property.</p> <p>*(38) Approve school-sponsored activities and maintain a calendar of all school events.</p> <p>*(39) Coordinate Elementary Teacher Aide Program.</p> <p>*(40) Assist with the development of positive school/community relations and effective communication and act as liaison between the school and community as required.</p> <p>*(41) Conduct student orientation programs.</p> <p>Student Support Services</p> <p>*(42) Assist with student attendance and discipline as assigned.</p> <p>*(43) Enforce district guidelines for proper student conduct with the implementation of disciplinary procedures, policies and statutes that ensure a safe, secure and orderly environment.</p> <p>*(44) Maintain visibility and accessibility on the school campus.</p> <p>*(45) Assist in coordinating schedules for extracurricular activities and provide supervision for activities as required.</p> <p>*(46) Confer with students, parents and teachers to resolve problems and facilitate learning.</p> <p>*(47) Assist in interpreting and implementing the Pupil Progression Plan.</p> <p>*(48) Assume responsibility for control and direction of pupils related to suspensions from school, suspensions from the bus and school in accordance with board policies and statutes.</p> <p>*(49) Assist in establishing guidelines for proper pupil conduct and effective disciplinary procedures and policies for the school.</p> <p>*(50) Interpret and enforce the district's Code of Student Conduct.</p> <p>*(51) Participate in the administration of the school's athletic program.</p> <p>*(52) Manage and supervise student activity programs including</p>

Name	Title	Job Duties and Responsibilities
		<p>the selection of club sponsors.</p> <p>Personal/Professional Employee Qualities</p> <p>*(53) Participate in county-wide management meetings, conferences, workshops, and other meetings and activities appropriate for professional development.</p> <p>*(54) Communicate effectively, both orally and in writing, with parents, students, teachers, district personnel and the community.</p> <p>*(55) Model effective listening and positive interaction skills.</p> <p>*(56) Model and maintain high standards of professional conduct.</p> <p>*(57) Set high goals and standards for self, others and the organization.</p> <p>*(58) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(59) Complete all required reports and maintain all appropriate records.</p> <p>*(60) Keep the principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <p>Leadership</p> <p>*(61) Participate in the development of plans to meet long-range facility needs at the assigned school.</p> <p>*(62) Participate in the function of financial planning for the school which may include assisting in the preparation of the school budget.</p> <p>*(63) Provide leadership in developing and implementing goals and priorities of the district and school.</p> <p>*(64) Provide leadership in the planning and implementation of school improvement initiatives.</p> <p>*(65) Implement state statutes, School Board policies and administrative directives.</p> <p>*(66) Serve as the administrative head of the school in the absence of the principal as needed.</p> <p>*(67) Assist in planning and implementing the school's public relations program.</p> <p>*(68) Follow procedures used in the event of school crises and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>*(69) Act quickly to stop possible breaches of safety, ineffective procedures or interference with operations.</p> <p>*(70) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>Perform other tasks consistent with the goals and objectives of</p>

Name	Title	Job Duties and Responsibilities
Swanigan, Denise	Instructional Coach	<p>this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects. May be required to restrain a physically active individual as a temporary safety measure.</p> <p>PERFORMANCE RESPONSIBILITIES: Planning/Preparation *(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities. *(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable. *(3) Plan and prepare a variety of learning activities considering individual student’s culture, learning styles, special needs, and socio-economic background. *(4) Develop or select instructional activities which foster active involvement in the learning process. *(5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. *(6) Assist in assessing changing curricular needs and plans for improvement. Administrative/Management *(7) Maintain a positive, organized and safe learning environment. *(8) Use time effectively. *(9) Manage materials and equipment effectively. *(10) Use effective student behavior management techniques. *(11) Enforce school rules, administrative regulations and Board policies. *(12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. *(13) Use technology resources effectively. *(14) Assist the school in the compilation of data to evaluate Mathematics and/or English Language Arts (ELA) programs and assist in identifying appropriate Mathematics and/or literacy strategies across the curriculum. *(15) Maintain reading documentation required by the state. Assessment/Evaluation</p>

Name	Title	Job Duties and Responsibilities
		<p>*(16) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.</p> <p>*(17) Analyze and identify Mathematics and/or literacy challenges.</p> <p>*(18) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.</p> <p>*(19) Up to date knowledge of appropriate testing environment and testing security.</p> <p>*(20) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.</p> <p>*(21) Evaluate the effectiveness of instructional units and teaching strategies.</p> <p>Intervention/Direct Services</p> <p>*(22) Work with and support the classroom teacher in providing a balanced literacy program.</p> <p>*(23) Assist in implementing and monitoring of the Mathematics and/or ELA curriculum.</p> <p>*(24) Assist in reading curriculum revision and development.</p> <p>*(25) Assist with the selection of appropriate Mathematics and/or ELA resources related to identified needs at the school site.</p> <p>*(26) Demonstrate knowledge and understanding of subject matter.</p> <p>*(27) Support and participate in Mathematics and/or literacy events that provide information/train parents to assist their students.</p> <p>*(28) Communicate high learning expectations for all students.</p> <p>*(29) Apply principles of learning and effective teaching in instructional delivery.</p> <p>*(30) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.</p> <p>*(31) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.</p> <p>*(32) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>*(33) Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>*(34) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and</p>

Name	Title	Job Duties and Responsibilities
		<p>learning activities.</p> <p>Collaboration</p> <p>*(35) Facilitate collaboration among teachers and grade levels at school.</p> <p>*(36) Work closely with District Math Coach and/or District Literacy Coach to assist in the development and delivery of training.</p> <p>*(37) Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.</p> <p>*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.</p> <p>*(39) Provide accurate and timely information to parents and students about academic and behavioral performance of students.</p> <p>*(40) Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>*(41) Participate with the MTSS (Multi-Tiered Student Support System).</p> <p>*(42) Collaborate with peers and other professionals to enhance student learning.</p> <p>Staff Development</p> <p>*(43) Engage in a continuing improvement of professional skills and knowledge.</p> <p>*(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.</p> <p>*(45) Update the principal and teachers on the latest trends in the area of Mathematics and/or ELA instruction.</p> <p>*(46) Coach teachers in the latest techniques for the prevention and remediation of Mathematics and/or literacy challenges.</p> <p>*(47) Model effective teaching strategies and techniques.</p> <p>*(48) Assist teachers with instructional strategies to improve FSA mathematics and/or FSA reading comprehension and the FSA Writing component.</p> <p>*(49) Conduct staff development activities to assist teachers in helping students improve Mathematics and/or literacy skills.</p> <p>Professional Responsibilities</p> <p>*(50) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>*(51) Demonstrate attention to punctuality and regular attendance.</p> <p>*(52) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.</p>

Name	Title	Job Duties and Responsibilities
		<p>*(53) Maintain confidentiality of student and other professional information.</p> <p>*(54) Comply with policies, procedures and programs.</p> <p>*(55) Exercise appropriate professional judgment.</p> <p>*(56) Support school improvement initiatives.</p> <p>*(57) Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification. Perform other tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS: Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.</p>
Kasper, Kathryn	Teacher, ESE	<p>*(1)</p> <p>*(2)</p> <p>*(3)</p> <p>*(4)</p> <p>*(5)</p> <p>*(6)</p> <p>*(7)</p> <p>*(8)</p> <p>Participate in the planning, implementation, and evaluation of Exceptional Student Education (ESE) programs.</p> <p>Manage the tasks specific to the assignment as provided by immediate supervisor.</p> <p>Coordinate assigned programs or service areas and ensure compliance with federal, state, and district requirements.</p> <p>Serve as a resource to school staff and parents.</p> <p>Develop guides and other support materials needed by assigned programs or service area.</p> <p>Develop or assist in the development of grants or proposals related to assignment.</p> <p>Provide oversight to ensure successful implementation of activities.</p> <p>Demonstrate initiative in the performance of assigned responsibilities.</p> <p>Inter/Intra-Agency Communication and Delivery</p> <p>*(9) Serve as liaison to outside agencies related to assigned programs or services.</p> <p>*(10) Provide technical support and expertise to school and district personnel.</p> <p>*(11) Coordinate articulation meetings when students move to another school.</p> <p>*(12) Coordinate ESE staffings.</p>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *(13) Coordinate the use of ESE forms. *(14) Exercise a service orientation when working with others. *(15) Respond to inquiries and concerns in a timely manner. *(16) Keep supervisor informed of potential problems or unusual events. *(17) Serve on district committees as assigned or appropriate. *(18) Use effective, positive interpersonal communication skills. *(19) Serve as the liaison between the school and the district ESE staff. *(20) Provide information to the transportation department related to transportation for ESE students. *(21) Work closely with district and school staffs to support school improvement initiatives and processes. Professional Growth and Improvement *(22) Maintain expertise in assigned areas to fulfill position goals and objectives. *(23) Facilitate the development, implementation and evaluation of staff development activities for staff members. *(24) Conduct training for ESE and other teachers. *(25) Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal issues. *(26) Participate in cross-training activities as required. Systemic Functions *(27) Recommend improvements for policies or procedures related to assignment. *(28) Prepare or assist in the preparation of all required reports and maintain all appropriate records. *(29) Follow federal and state laws, as well as School Board policies. *(30) Represent the district in a positive and professional manner. *(31) Demonstrate support for the school district and its goals and priorities. *(32) Ensure adherence to good safety standards. *(33) Assist in interpreting statutes, Department of Education rules, and programs, policies and procedures of the district as they relate to assigned responsibilities. Leadership and Strategic Orientation *(34) Participate in cooperative long-range planning with departments and schools. *(35) Assist in implementing the district's goals and strategic commitment. *(36) Exercise proactive leadership in promoting the vision and mission of the district.

Name	Title	Job Duties and Responsibilities
		<p>*(37) Set high standards and expectations and promote professional growth for self and others.</p> <p>*(38) Follow attendance, punctuality and other qualities of an appropriate work ethic.</p> <p>*(39) Maintain confidentiality regarding school/workplace matters.</p> <p>*(40) Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, utilization of funds, delivery of services and evaluation of services provided.</p> <p>*(41) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.</p> <p>©EMCS RESOURCE SPECIALIST (Continued)</p> <p>*(42) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS: Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.</p>

Miller, Stacey	Teacher, K-12	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Planning/Preparation</p> <p>*(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.</p> <p>*(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.</p> <p>*(3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.</p> <p>*(4) Develop or select instructional activities which foster active involvement in the learning process.</p> <p>*(5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.</p> <p>*(6) Assist in assessing changing curricular needs and plans for improvement.</p> <p>Administrative/Management</p> <p>*(7) Maintain a positive, organized and safe learning environment.</p> <p>*(8) Use time effectively.</p>
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Name	Title	Job Duties and Responsibilities
		<p>*(9) Manage materials and equipment effectively.</p> <p>*(10) Use effective student behavior management techniques.</p> <p>*(11) Enforce school rules, administrative regulations and Board policies.</p> <p>*(12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.</p> <p>*(13) Use technology resources effectively.</p> <p>*(14) Assist the school in the compilation of data to evaluate Mathematics and/or English Language Arts (ELA) programs and assist in identifying appropriate Mathematics and/or literacy strategies across the curriculum.</p> <p>*(15) Maintain reading documentation required by the state.</p> <p>Assessment/Evaluation</p> <p>*(16) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.</p> <p>*(17) Analyze and identify Mathematics and/or literacy challenges.</p> <p>*(18) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.</p> <p>*(19) Up to date knowledge of appropriate testing environment and testing security.</p> <p>*(20) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.</p> <p>*(21) Evaluate the effectiveness of instructional units and teaching strategies.</p> <p>Intervention/Direct Services</p> <p>*(22) Work with and support the classroom teacher in providing a balanced literacy program.</p> <p>*(23) Assist in implementing and monitoring of the Mathematics and/or ELA curriculum.</p> <p>*(24) Assist in reading curriculum revision and development.</p> <p>*(25) Assist with the selection of appropriate Mathematics and/or ELA resources related to identified needs at the school site.</p> <p>*(26) Demonstrate knowledge and understanding of subject matter.</p> <p>*(27) Support and participate in Mathematics and/or literacy events that provide information/train parents to assist their students.</p> <p>*(28) Communicate high learning expectations for all students.</p> <p>*(29) Apply principles of learning and effective teaching in instructional delivery.</p> <p>*(30) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the</p>

Name	Title	Job Duties and Responsibilities
		<p>application of critical, creative and evaluative thinking capabilities.</p> <p>*(31) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.</p> <p>*(32) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>*(33) Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>*(34) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.</p> <p>Collaboration</p> <p>*(35) Facilitate collaboration among teachers and grade levels at school.</p> <p>*(36) Work closely with District Math Coach and/or District Literacy Coach to assist in the development and delivery of training.</p> <p>*(37) Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.</p> <p>*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.</p> <p>*(39) Provide accurate and timely information to parents and students about academic and behavioral performance of students.</p> <p>*(40) Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>*(41) Participate with the MTSS (Multi-Tiered Student Support System).</p> <p>*(42) Collaborate with peers and other professionals to enhance student learning.</p> <p>Staff Development</p> <p>*(43) Engage in a continuing improvement of professional skills and knowledge.</p> <p>*(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.</p> <p>*(45) Update the principal and teachers on the latest trends in the area of Mathematics and/or ELA instruction.</p> <p>*(46) Coach teachers in the latest techniques for the prevention and remediation of Mathematics and/or literacy challenges.</p> <p>*(47) Model effective teaching strategies and techniques.</p> <p>*(48) Assist teachers with instructional strategies to improve FSA</p>

Name	Title	Job Duties and Responsibilities
		<p>mathematics and/or FSA reading comprehension and the FSA Writing component.</p> <p>*(49) Conduct staff development activities to assist teachers in helping students improve Mathematics and/or literacy skills.</p> <p>Professional Responsibilities</p> <p>*(50) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>*(51) Demonstrate attention to punctuality and regular attendance.</p> <p>*(52) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.</p> <p>*(53) Maintain confidentiality of student and other professional information.</p> <p>*(54) Comply with policies, procedures and programs.</p> <p>*(55) Exercise appropriate professional judgment.</p> <p>*(56) Support school improvement initiatives.</p> <p>*(57) Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS:</p> <p>Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.</p>
Ingrum, Raina	Instructional Coach	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Planning/Preparation</p> <p>*(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.</p> <p>*(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.</p> <p>*(3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.</p> <p>*(4) Develop or select instructional activities which foster active involvement in the learning process.</p> <p>*(5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.</p> <p>*(6) Assist in assessing changing curricular needs and plans for improvement.</p>

Name	Title	Job Duties and Responsibilities
		<p>Administrative/Management</p> <ul style="list-style-type: none"> *(7) Maintain a positive, organized and safe learning environment. *(8) Use time effectively. *(9) Manage materials and equipment effectively. *(10) Use effective student behavior management techniques. *(11) Enforce school rules, administrative regulations and Board policies. *(12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. *(13) Use technology resources effectively. *(14) Assist the school in the compilation of data to evaluate Mathematics and/or English Language Arts (ELA) programs and assist in identifying appropriate Mathematics and/or literacy strategies across the curriculum. *(15) Maintain reading documentation required by the state. <p>Assessment/Evaluation</p> <ul style="list-style-type: none"> *(16) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students. *(17) Analyze and identify Mathematics and/or literacy challenges. *(18) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation. *(19) Up to date knowledge of appropriate testing environment and testing security. *(20) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information. *(21) Evaluate the effectiveness of instructional units and teaching strategies. <p>Intervention/Direct Services</p> <ul style="list-style-type: none"> *(22) Work with and support the classroom teacher in providing a balanced literacy program. *(23) Assist in implementing and monitoring of the Mathematics and/or ELA curriculum. *(24) Assist in reading curriculum revision and development. *(25) Assist with the selection of appropriate Mathematics and/or ELA resources related to identified needs at the school site. *(26) Demonstrate knowledge and understanding of subject matter. *(27) Support and participate in Mathematics and/or literacy events that provide information/train parents to assist their students. *(28) Communicate high learning expectations for all students. *(29) Apply principles of learning and effective teaching in instructional delivery.

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		<p>*(30) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.</p> <p>*(31) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.</p> <p>*(32) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>*(33) Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>*(34) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.</p> <p>Collaboration</p> <p>*(35) Facilitate collaboration among teachers and grade levels at school.</p> <p>*(36) Work closely with District Math Coach and/or District Literacy Coach to assist in the development and delivery of training.</p> <p>*(37) Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.</p> <p>*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.</p> <p>*(39) Provide accurate and timely information to parents and students about academic and behavioral performance of students.</p> <p>*(40) Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>*(41) Participate with the MTSS (Multi-Tiered Student Support System).</p> <p>*(42) Collaborate with peers and other professionals to enhance student learning.</p> <p>Staff Development</p> <p>*(43) Engage in a continuing improvement of professional skills and knowledge.</p> <p>*(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.</p> <p>*(45) Update the principal and teachers on the latest trends in the area of Mathematics and/or ELA instruction.</p> <p>*(46) Coach teachers in the latest techniques for the prevention</p>

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		<p>and remediation of Mathematics and/or literacy challenges.</p> <p>*(47) Model effective teaching strategies and techniques.</p> <p>*(48) Assist teachers with instructional strategies to improve FSA mathematics and/or FSA reading comprehension and the FSA Writing component.</p> <p>*(49) Conduct staff development activities to assist teachers in helping students improve Mathematics and/or literacy skills.</p> <p>Professional Responsibilities</p> <p>*(50) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>*(51) Demonstrate attention to punctuality and regular attendance.</p> <p>*(52) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.</p> <p>*(53) Maintain confidentiality of student and other professional information.</p> <p>*(54) Comply with policies, procedures and programs.</p> <p>*(55) Exercise appropriate professional judgment.</p> <p>*(56) Support school improvement initiatives.</p> <p>*(57) Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification. Perform other tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p> <p>PHYSICAL REQUIREMENTS:</p> <p>Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.</p>

Arreola, Maria	Instructional Coach	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>Planning/Preparation</p> <p>*(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.</p> <p>*(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.</p> <p>*(3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.</p> <p>*(4) Develop or select instructional activities which foster active involvement in the learning process.</p> <p>*(5) Identify, select and modify instructional materials to meet</p>
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Name	Title	Job Duties and Responsibilities
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 *(45) Update the principal and teachers on the latest trends in the area of Mathematics and/or ELA instruction.
 *(46) Coach teachers in the latest techniques for the prevention and remediation of Mathematics and/or literacy challenges.
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 *(56) Support school improvement initiatives.
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***Essential Performance Responsibilities**
PHYSICAL REQUIREMENTS:
 Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	76	60	54	61	51	0	0	0	0	0	0	0	382
Attendance below 90 percent	2	22	14	8	6	9	0	0	0	0	0	0	0	61
One or more suspensions	0	0	2	5	7	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	1	26	28	26	20	17	0	0	0	0	0	0	0	118

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	1	8	11	6	5	7	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	1	15	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

22

Date this data was collected or last updated

Wednesday 9/4/2019

Prior Year - As Reported

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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	2	12	12	15	11	16	0	0	0	0	0	0	0	68
One or more suspensions	0	2	1	4	4	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	19	15	21	0	0	0	0	0	0	0	55

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	0	7	3	7	0	0	0	0	0	0	0	17

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	29%	58%	57%	32%	57%	56%
ELA Learning Gains	56%	57%	58%	48%	55%	55%
ELA Lowest 25th Percentile	65%	54%	53%	61%	49%	48%
Math Achievement	40%	63%	63%	47%	63%	62%
Math Learning Gains	61%	60%	62%	54%	61%	59%
Math Lowest 25th Percentile	58%	48%	51%	59%	52%	47%
Science Achievement	26%	54%	53%	33%	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	80 (0)	76 (0)	60 (0)	54 (0)	61 (0)	51 (0)	382 (0)
Attendance below 90 percent	2 (0)	22 (0)	14 (0)	8 (0)	6 (0)	9 (0)	61 (0)
One or more suspensions	0 (0)	0 (0)	2 (0)	5 (0)	7 (0)	4 (0)	18 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	1 (0)	26 (0)	28 (0)	26 (0)	20 (0)	17 (0)	118 (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	22%	60%	-38%	58%	-36%
	2018	33%	56%	-23%	57%	-24%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	32%	61%	-29%	58%	-26%
	2018	22%	56%	-34%	56%	-34%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
05	2019	30%	54%	-24%	56%	-26%
	2018	38%	52%	-14%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	64%	-35%	62%	-33%
	2018	37%	60%	-23%	62%	-25%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	45%	64%	-19%	64%	-19%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		-14%				
Cohort Comparison		8%				
05	2019	48%	57%	-9%	60%	-12%
	2018	42%	58%	-16%	61%	-19%
Same Grade Comparison		6%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	53%	-29%	53%	-29%
	2018	33%	54%	-21%	55%	-22%
Same Grade Comparison		-9%				
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	6	54	63	15	76	87					
ELL	28	55		56	55		23				
BLK	25	51	55	35	60	56	15				
HSP	33	58		56	53		39				
WHT	25	73		29	75						
FRL	26	56	64	39	61	58	27				

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	7	21		18	36		17				
ELL	25	36		56	68		27				
BLK	25	47	64	38	46	50	14				
HSP	38	53	64	67	69		52				
WHT	36	35		33	35		36				
FRL	32	49	60	46	53	58	26				

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)	N/A
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	51
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	50
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

The data component that showed the lowest performance is Science achievement (26%), followed by ELA achievement (29%). Reading comprehension is a contributing factor, including early literacy skills that supports reading comprehension (e.g. phonological awareness, phonics, high frequency words, and vocabulary).

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

The data components that showed the greatest decline from the prior year are Math achievement (-7%) and Science achievement (-7%).

While Grade 5 showed an increase in Math achievement (+7%), Grades 3 and 4 showed decline in Math achievement at -10% and -16%, respectively. So, a decline of performance in Grades 3 and 4 contributed to the over decline in Math achievement.

Again, Reading comprehension is a contributing factor, including early literacy skills that supports reading comprehension (e.g. phonological awareness, phonics, high frequency words, and vocabulary): ELA achievement (29%).

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

The data component that had the greatest gap when compared to the state average is ELA achievement, with a gap of -28%.

Again, Reading comprehension is a contributing factor, including early literacy skills that supports reading comprehension (e.g. phonological awareness, phonics, high frequency words, and vocabulary): ELA achievement (29%).

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

The data component that showed the most improvement is ELA learning gains for all students.

Each year, our school continues to improve and refine the Multi-Tiered System of

Supports for academics as well as for behaviors. Interventions are implemented and responses are monitored.

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

As it relates to EWS data, there are two potential areas of concern: Attendance below 90% (61/382, 16%) and Level 1 on statewide assessment (118/382, 31%).

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

1. ELA Achievement
2. Science Achievement
3. Math Achievement
4. SWD ELA Achievement
5. SWD Math Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic Achievement: ELA, Mathematics and Science ELA Achievement ranked the 2nd lowest in performance in terms of proficiency (29%). Moreover, ELA Achievement showed the greatest gap when compared to the state average, with a gap of -28%.
Rationale	Math Achievement ranked the 3rd lowest in performance in terms of proficiency (40%). Moreover, Math Achievement showed the 3rd greatest gap when compared to the state average, with a gap of -23%. Science Achievement ranked the lowest in performance in terms of proficiency (26%). Moreover, Science Achievement showed the 2nd greatest gap when compared to the state average, with a gap of -27%.
State the measurable outcome the school plans to achieve	During the Winter ELA i-Ready diagnostic assessment, 50% of students will score at or above grade level. During the Winter Math i-Ready diagnostic assessment, 50% of students will score at or above grade level. On the SDIRC Unit Assessments, 50% of students will score at or above grade proficiency.
Person responsible for monitoring outcome	Aretha Vernetta (aretha.vernette@indianriverschools.org)
Evidence-based Strategy	Teachers will deliver well-planned, grade-level, rigorous Tier 1 instruction, while providing simultaneous support to enhance students' study, memory, note-taking, reading skills, and computational/fluency skills.
Rationale for Evidence-based Strategy	When rigorous curricula is combined with learner-centered approaches, students fare much better than less academically demanding curricula, especially with negative or uninteresting teaching styles. Students who are challenged with rigorous coursework will step up to the challenge. In fact, a surprisingly large number of students say that school is not challenging enough. However, the greater the complexity and difficulty of the curriculum, the greater the need for learning-to-learn skills.

Action Step

Description	<ol style="list-style-type: none"> 1. Provide time for teachers to collaboratively plan rigorous, grade-level instruction. 2. Teachers will integrate text-based writing and reading comprehension into the Writing block. 3. Teachers will provide time for students to practice independently as well as in teams. 4. Every 5th grade student will independently complete a Science Fair Project. 5. K-2 teachers will deliver a strong phonics curriculum, while K-5 interventionists will deliver consistent Tier 2 and Tier 3 interventions that are aligned to the needs of students. 6. The principal and assistant principal will conduct fidelity walks to monitor
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the implementation of Tier 1, Tier 2 and Tier 3 instruction.

7. The leadership team will monitor data frequently and meet with grade groups to discuss how Tier 1, Tier 2 and Tier 3 instruction must be adjusted to respond to trends in data.

8. The leadership team will use data to determine effectiveness of the implemented strategy as compared with measurable outcomes.

**Person
Responsible**

Aretha Vernetta (aretha.vernette@indianriverschools.org)

#2	
Title	Social Emotional Learning: Sanford Harmony Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Rationale	Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011)

State the measurable outcome the school plans to achieve	The number of Office Discipline Referrals (ODRs) will decrease by 50% when comparing prior year and current year.
Person responsible for monitoring outcome	Kristen Racine (kristen.racine@indianriverschools.org)
Evidence-based Strategy	Students will participate in both the relationship building activities and everyday activities of the Sanford Harmony curriculum.
Rationale for Evidence-based Strategy	"SEL interventions that address the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s five core competencies like Sanford Harmony have been shown to increase students' academic performance by 13%."

Action Step	
Description	<ol style="list-style-type: none"> 1. School administrators will collaborate with District Mental Health Specialists provide: <ol style="list-style-type: none"> a) initial Sanford Harmony PD for staff, b) followup Sanford Harmony PD for staff, c) continuing support for Sanford Harmony curriculum, and d) provide ongoing PD: <ol style="list-style-type: none"> i)10 Classroom Management Tips (M.H., Consultant) 2. Teachers will implement the "Meet Up" component of the Sanford Harmony curriculum each morning. 3. The Assistant Principal will conduct weekly fidelity walks to observe the "Meet Up" component.
Person Responsible	Kristen Racine (kristen.racine@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)

The remaining areas of focus--SWD ELA Achievement, and SWD Math Achievement--will be addressed using the same strategies and action steps as the main area of focus. In other words, teachers will deliver well-planned, grade-level, rigorous Tier 1 instruction, while providing simultaneous support to enhance students' study, memory, note-taking, reading skills, and computational/fluency skills.

1) Fund additional 0.2 ESE Teacher with Lowest 300 funds.

Professional Development:

PD will be interwoven throughout the two Focus Areas: 1) Academic Achievement and 2) Social Emotional Learning.

1) The principal will attend the Exceeding Expectations Conference in October 2019 to participate in collaborative discussions about evidence-based strategies with other educational leaders who have experienced increased student achievement at Title I schools.

2) The principal will participate in the Brian Dassler Leadership Academy (BDLA).

3) The school will participate in the SDIRC Structured Instructional Reviews:

a) 11:00-01:00, October 14, 2019

b) 08:30-10:30, November 19, 2019

c) 08:30-10:30, January 21, 2020

d) 11:00-01:00, March 3, 2020

4) On Early Release School-Based PD days, teachers will participate in Classroom Management training:

a) 09-18-2019, Classroom Management: The 4 Main Reasons Students Misbehave and How to Manage Them in Your Classroom

Facilitator: Ms. Holiday, Behavior Strategist

Date: Wednesday, September 18, 2019

Description: Provides participants with an overview of the main functions of student behavior

and how to utilize those functions to increase desired behavior and decrease undesired behaviors.

Objectives - This training session is designed to provide teachers with a set of tools to help them:

i) Understand the four main functions of behavior

ii) Understand how student social/emotional needs affects student behavior

iii) Utilize strategies and tools to manage challenging student misbehaviors based on function

iv) Utilize strategies and tools to motivate positive student behavior for an overall classroom

culture of responsibility and respect

5) Staff will participate in SmartSuite & i-Ready PD with Julie Green.

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

Please see attached Parent Involvement Plan.

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

Our school ensures the social-emotional needs of all students through a Multi-tiered System of Student Supports. We have an MTSS Committee made up of district and school personnel who meet weekly to address both social/emotional and academic needs of all students through a continuous improvement model of analyzing student data, implementing research based interventions, monitoring student progress and determining the effectiveness of the strategies used as interventions.

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

Opportunities are created and scheduled for our Pre-K teachers to attend professional development alongside our K-5 teachers. Additionally, we extend opportunities for our Pre-K parents to attend all school wide functions throughout the school year. Our teachers and administration have created informative family nights including, Orientation, Open House, Literacy Night, Math Night and Science Night.

Parents are provided weekly newsletters and updates throughout the school year from teachers and quarterly newsletters from administration. Additionally, support staff is available daily for parents enrolling all students at Dodgertown Elementary. They are invited to meet with staff and to tour the campus, review parent friendly literature identifying ways to support the transition and are provided ongoing support throughout the school year through parent conferences and family nights. The administration provides an open door policy for all parents.

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

benchmark assessments, running records, FAIR, ORF, FLKRS/DIBELS,, i-Ready and student work samples support the school's data based problem-solving process to implement and monitor MTSS and SIP structures. We implement PBIS to track behavioral data and respond to our students' social/emotional needs.

Title I, Part A

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff

development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs

- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title

----- Elementary School coordinates with the Indian River County School District office on all matters involving Title I. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school.

Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III.

Title X: Homelessness

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

Kids at Hope Destination Boards and Destination Day.

We have established partnerships with the The Indian River Sheriff's Department, The Executive Round Table of Indian River, The Learning Alliance, GYAC, Historic Dodgertown and the local businesses to provide our students opportunities to work with volunteers from a variety of business backgrounds. Additionally, we created a college/university showcase in our Art Room and created a "College & Career" bulletin board in our cafeteria to capture early and establish the belief that ALL of our students will succeed - NO EXCEPTIONS. Teachers and staff have their pictures taken with the name of their college/university and a map is on display to designate where they attended their advanced education.

Part V: Budget

1	III.A	Areas of Focus: Academic Achievement: ELA, Mathematics and Science	\$0.00
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2	III.A	Areas of Focus: Social Emotional Learning: Sanford Harmony	\$0.00
			Total: \$0.00