

School District of Indian River County

Vero Beach Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	17
Budget to Support Goals	20

Vero Beach Elementary School

1770 12TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Cynthia Emerson

Start Date for this Principal: 1/11/2016

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)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: D</p> <p>2016-17: C</p> <p>2015-16: F</p> <p>2014-15: D</p> <p>2013-14: D</p>
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.

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

At Vero Beach Elementary, we empower our tribe, within our campus and the community, to SLIDE into innovation. Through collective problem solving and engagement, we will achieve excellence in Science, Literacy, Inquiry, Design, and Engineering.

Provide the school's vision statement

At Vero Beach Elementary, our tribe inspires authentic learning through engagement and innovation.

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
Emerson, Cynthia	Principal	
	Assistant Principal	
Van Brimmer, Sarah	Instructional Coach	
Navarro, Claudia	Instructional Coach	
Keeley, Sharon	Instructional Coach	
Borchardt, Rebecca	Instructional Coach	Math Coach

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	106	95	85	103	95	90	0	0	0	0	0	0	0	574
Attendance below 90 percent	5	16	18	19	12	20	0	0	0	0	0	0	0	90
One or more suspensions	0	4	5	3	4	8	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	2	11	3	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	37	18	35	0	0	0	0	0	0	0	90

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	

Students with two or more indicators	2	4	10	14	8	16	0	0	0	0	0	0	0	54
--------------------------------------	---	---	----	----	---	----	---	---	---	---	---	---	---	----

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year	9	12	5	13	0	0	0	0	0	0	0	0	0	39
---------------------------------	---	----	---	----	---	---	---	---	---	---	---	---	---	----

Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3
-------------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

Date this data was collected or last updated

Thursday 8/1/2019

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	2	20	19	20	24	22	0	0	0	0	0	0	0	107
One or more suspensions	0	2	4	9	8	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	1	0	12	7	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	23	23	39	0	0	0	0	0	0	0	85

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	1	3	16	17	16	0	0	0	0	0	0	0	53

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	39%	58%	57%	30%	57%	56%
ELA Learning Gains	44%	57%	58%	46%	55%	55%
ELA Lowest 25th Percentile	57%	54%	53%	50%	49%	48%
Math Achievement	48%	63%	63%	39%	63%	62%
Math Learning Gains	47%	60%	62%	44%	61%	59%
Math Lowest 25th Percentile	45%	48%	51%	24%	52%	47%
Science Achievement	44%	54%	53%	39%	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	106 (0)	95 (0)	85 (0)	103 (0)	95 (0)	90 (0)	574 (0)
Attendance below 90 percent	5 ()	16 ()	18 ()	19 ()	12 ()	20 ()	90 (0)
One or more suspensions	0 ()	4 (0)	5 (0)	3 (0)	4 (0)	8 (0)	24 (0)
Course failure in ELA or Math	0 ()	0 (0)	2 (0)	11 (0)	3 (0)	1 (0)	17 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	37 (0)	18 (0)	35 (0)	90 (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	41%	60%	-19%	58%	-17%
	2018	25%	56%	-31%	57%	-32%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	37%	61%	-24%	58%	-21%
	2018	36%	56%	-20%	56%	-20%
Same Grade Comparison		1%				
Cohort Comparison		12%				
05	2019	35%	54%	-19%	56%	-21%
	2018	30%	52%	-22%	55%	-25%
Same Grade Comparison		5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	64%	-5%	62%	-3%
	2018	39%	60%	-21%	62%	-23%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	54%	64%	-10%	64%	-10%
	2018	41%	63%	-22%	62%	-21%
Same Grade Comparison		13%				
Cohort Comparison		15%				
05	2019	29%	57%	-28%	60%	-31%
	2018	35%	58%	-23%	61%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	53%	-10%	53%	-10%
	2018	38%	54%	-16%	55%	-17%
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	16	38	46	21	44	43	22				
ELL	28	44	40	50	46		39				
BLK	31	40	42	38	41	47	24				
HSP	30	39	53	49	52	54	38				
MUL	39	43		61	29						
WHT	50	51	73	50	50	31	55				
FRL	38	42	52	45	46	47	43				

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	17	39	43	15	29	14	25				
ELL	14	56	57	40	47	36	20				
BLK	16	33	44	26	41	22	30				
HSP	26	54	55	41	42	33	37				
MUL	29	44		35	38						

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
WHT	44	50		44	51		53				
FRL	29	47	50	38	45	25	35				

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	50
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	72
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
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	46
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	48
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	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	48
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 area of lowest performance is identified as ELA proficiency in grades 3-5. Our overall proficiency was 39%, which is an increase of 9 points from the previous year. Although

this is still below our schoolwide goals for proficiency, the implementation of the balanced literacy model has helped to differentiate instruction in the ELA block and provide responsive teaching practices to develop readers and writers. In addition, our strong instruction in the primary grades over the past three years has helped more students enter third grade prepared. Our third grade proficiency was 41% -- which is the highest it has been in 4 years. We are anticipating this trend continuing as we continue to focus on sustainable growth. Our goal for proficiency this year is 50% in grades 3, 4, and 5.

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

The area with the greatest decline would be in ELA Learning Gains which dipped two points to 44%. Notably, our third grade retainees had the highest a learning gain rate of 88%. We attributed this decline to a lack of endurance and reading stamina. Our unit assessment scores were much higher and predicted higher learning gains, but those assessments have a maximum time of 45 minutes as opposed to 80 or 120 minutes on FSA ELA/Writes. To address this issue, our teachers will be giving direct instruction in attention/focus strategies to help students maintain their stamina in a testing environment. In addition, we have departmentalized in grades 3-5 so that teachers can perfect their pedagogy and knowledge of the science of reading instruction. Our goal for ELA learning gains this year is 60%.

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 showed the greatest gap when compared to the state average was on the Mathematics FSA. The school's overall proficiency for third through fifth grade on the Mathematics FSA was an average of forty-eight percent, while the State's overall proficiency rate was sixty percent. One possible factor that contributed to this data gap was student engagement. Another contributing factor was learning gaps in foundational skills on which more advanced mathematical concepts are built. For example, lack of multiplication fact fluency was a concern since so many standards are effected by multiplication. A significant trend that occurred is students who were proficient in mathematics in third and fourth grade failed to show proficiency in fifth grade.

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

The area which saw the most improvement was our math bottom quartile. We can credit these gains to many things. First, we were able to use grant money to facilitate an extended learning opportunity for all bottom quartile students. Students were able to stay after school for an hour and a half, three days a week. The primary focus was to pre-teach upcoming standards. This allowed struggling students to start tier 1 instruction with some prior knowledge of the standard. Secondly, we were able to fund a full-time math interventionist to support teachers during Tier 1 instruction and Math RTI. Finally, all classroom teachers were vigilant in identifying our bottom quartile students and successfully differentiated instruction to help fill gaps with these students.

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

Attendance is a major area of concern. While our numbers in retention are higher in the lower grades, we are doing more data analysis than ever before helping us address foundational gaps and get our students on grade level much earlier than third grade. The

concern we are still working on is creating proactive behavioral supports for our students that have received suspensions in the previous year.

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

1. Tier 1 Math instruction and Tier 1 ELA instruction
2. Science Proficiency
3. Family and Community Engagement

We plan to address these areas by planning for and implementing targeted professional development around these core areas. This includes Kagan training in September and January and embedded coaching with a national literacy/math consultant in October and December.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Tier One ELA and Math instruction
Rationale	If we increase professional development on differentiation and responsive teaching practices, then teachers will be able to meet the needs of diverse learners during their tier one instruction.
State the measureable outcome the school plans to achieve	Our school-wide target for proficiency is 62% in ELA and Math in grades 3-5 as measured by the FSA.
Person responsible for monitoring outcome	Sarah Van Brimmer (sarah.vanbrimmer@indianriverschools.org)
Evidence-based Strategy	<p>For English Language Arts, we will be using the balanced literacy framework to address the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing in whole group and small group settings. This will allow us to differentiate for different learners while maintaining the integrity of grade level standards, skills, and goals.</p> <p>For Math, the evidence-based strategy Vero Beach Elementary will implement is a structured whole group math model using Kagan cooperative learning strategies within a guided math model. The whole group structure will include a spiral review, an inquiry-based number talks lesson, a whole group lesson, including use of a learning scale and a collaborative math investigation. After whole group, teachers will utilize the guided math model. The math groups will be flexible and will be based upon a demonstration of learning developed according to the learning scale for the current standard.</p> <p>The elements of the balanced literacy model have been identified by research and are included in our Tier 1 Wonders McGraw Hill curriculum. The rationale for using the math evidence-based cooperative learning routines is to increase student engagement. According to Marzano Compendium of Instructional Strategies by Dr. Robert J. Marzano, to “increase the rate at which students respond during questioning is one way to apply mild pressure in the classroom, which prompts students to focus their attention and has a positive influence on learning.”</p> <p>The guided math enables teachers to work with small groups of students that are designed around the students’ needs. According to guided math by Sammons Laney, this structure allows teacher to “closely observe student work, monitor student attention, provide strong support for struggling learners, and provide extra challenges for proficient learners.”</p>
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none">1. Provide extended planning time quarterly for grade level teams to collaborate and plan instruction.2. Guided Reading Professional Development and Feedback Cycles with Leann Nickelsen in October & December and side-by-side coaching with Kagan cooperative learning coach in September and January.3. Provide culturally relevant reading material in classroom libraries for students to practice skills and strategies in self-selected texts.4. Provide independent reading and conferring time for grades 2-5 for teachers to confer and give feedback to readers daily and a daily monitoring of fact fluency for math in grade 3-5.5 Continue ongoing cycle of professional development and coaching with site-based literacy coach and math coach.
Person Responsible	Cynthia Emerson (cynthia.emerson@indianriverschools.org)

#2	
Title	Science Proficiency
Rationale	If we focus on science instruction and monitor progress, we will increase VBE science proficiency from 44% proficiency to 62% proficient.
State the measureable outcome the school plans to achieve	Vero Beach Elementary plans to achieve 62% proficient on the Florida State Science Assessment (FSSA).
Person responsible for monitoring outcome	Sharon Keeley (sharon.keeley@indianriverschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Embed informational text and science vocabulary into the ELA RtI block that align with both the science and ELA standards. 2. Increase usage and understanding of core curriculum by using a science instructional coach to support grade level teachers. 3. Increase number of hands-on labs that align with standards to build understanding through experiential and inquiry-based learning activities.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Consistency in scheduled science instruction: By having regular fidelity monitoring in the science block, teachers will be able to deliver regular science instruction using core curriculum. 2. Embed informational text and science vocabulary into the ELA block that align with both the science and ELA standards: By utilizing informational text and science specific vocabulary that aligns with science standards in an interdisciplinary approach science background knowledge can increase, and therefore build science foundational skills. 3. Increase number of hands-on labs that align with standards to build understanding: Students must have the hands-on labs to deepen their understanding of the content and build their capacity in the application of those concepts to real life.
Action Step	
Description	<ol style="list-style-type: none"> 1. Walkthroughs and feedback cycles with administration and STEM coach during scheduled science instruction. 2. Use each unit assessment to pinpoint areas of concern for RtI group instruction. Plan and implement lessons that address both science and ELA concerns. 3. Facilitate DEN Ambassador Program with 3-5 science teachers. 4. Plan and prep a minimum of 1 hands-on lab per unit for 3rd and 4th grade. Plan and prep a minimum of 2 hands-on labs per unit for 5th grade.
Person Responsible	Cynthia Emerson (cynthia.emerson@indianriverschools.org)

#3	
Title	Family and Community Engagement
Rationale	If VBE continues to foster effective family and community engagement strategies and support partnerships among school, parents, and the community we will improve the learning, development, and whole health of the students we serve.
State the measureable outcome the school plans to achieve	If we create a welcoming environment, we will increase attendance by 5%. If we build partnerships with the community and parents, we will increase PTA participation by 5% If we create engaging family events, we will increase family participation by 5%
Person responsible for monitoring outcome	Cynthia Emerson (cynthia.emerson@indianriverschools.org)
Evidence-based Strategy	According to the Education Commission of the States, "several studies have found that integrating family engagement practices into programs to improve instruction can accelerate and sustain student gains, particularly if the practices are combined. For example, a study of 71 high-poverty elementary schools compared the relative effects of standards-based improvements such as visibility of standards, basic or advanced teaching techniques, teacher preparation, teacher ratings of professional development, and a focus on assessment and accountability. The study found that when teachers added outreach to families to the learning strategies, student's reading and math scores improved at a 50 percent faster rate in reading and a 40 percent faster rate for math. (Westat and Policy Studies Associates, 2001)"
Rationale for Evidence-based Strategy	As a school, we will be using ClassDojo to communicate with our parents and incorporating a monthly newsletter that will go home to share highlights of learning, data, and classroom instruction. We will continue to do 4 family engagement nights for year and add 2 additional Science Nights to our agenda.
Action Step	
Description	<ol style="list-style-type: none"> 1. Support proactive and transparent communication with all stakeholders to foster trust and collaboration. 2. Build partnerships among students, families, staff, labor partners and the community to support academic success 3. Ensure each sub-group promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment. 4. Monitor attendance, discipline, and family engagement data.
Person Responsible	Cynthia Emerson (cynthia.emerson@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

Vero Beach Elementary has built strong local community partnerships to support our school-wide initiatives.

Pillar Community Church is participating in bi-weekly mentoring. They have committed to purchasing over 1000 composition books to assist with school-wide Interactive Student Notebook initiatives.

First United Methodist Church is doing a two part support program. Members of the team will do weekly student greeting on Tuesdays to help start our day strong and build up the positive climate on our campus; in addition, select members will be "adopting" a kindergarten classroom and providing support to the classroom.

The ELKS have secured a \$10,000 grant to for our PBS store. The ELKS volunteers come weekly, on friday, to run the store and organize the events.

The Indian River County Lawyers Auxillary do grade-level book support, bringing chapter books, picture books, and novels for our students to select based on desire.

Other community organizations assist by purchasing school supplies, classroom libraries, uniforms, and our PE track. Community partners will be recognized at School Advisory Council meetings, family events, and through thank you notes from the staff and students.

We have established an, "it takes a tribe" community sponsorship display at the entrance of our school to help encourage others to volunteer and donate to our school.

Vero Beach Elementary has also create a "fam-unity" coffee talk to discuss topics that we would like community and family input on. We have created a calendar to focus on enrichment and future focused goals for Vero Beach Elementary.

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

School-wide expectations are delivered through assemblies, digital reminders, and daily morning announcements. Our PBS VIBE is posted throughout the school and monitored by the teachers using WAMPUMS as a resource for recognizing students following our

expectations.

Students are expected to

Value Respect

Inspire Others

Be Responsible

Exercise Safety

As a precaution, we have implemented a student incident report system that allows students to have a voice and document and incidences that violate their safety or the safety of others. These are addressed daily by our Behavior Intervention Specialist.

Our PBS Title One Teachers and our Behavior Intervention Specialist did a school -wide, classroom by classroom, anti-bullying presentation with the PBIS message of stop, walk, talk. This also gave students and teachers the step by step process of reporting any incidents that make them uncomfortable or that they may perceive to be bullying.

We have also incorporated the 7 Habits of Happy Kids resources into our daily morning meeting time. Students will have an opportunity to connect and share out their thoughts on topics throughout the year that are tied to social emotional learning.

Our School Psychologist is on campus twice each week to assist in observations, support, and data review for our students who are struggling with their emotional regulation or showing signs of needing more explicit counseling, mentoring, or other services needed.

During lunches we have one of our ESE aides doing small group support in social skills and anger management each day. These groups service between 10 and 15 students each lunch throughout the week, allowing us to target 45 of our students with the most significant needs.

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

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

Current School Status

Effective Leadership

School Leadership Team

Membership

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

Emerson, Cynthia - Principal

Decker, Roxanne - Assistant Principal

Van Brimmer, Sarah - Instructional Coach

Borchardt, Becky - Instructional Coach

Keeley, Sharon - Instructional Coach

Navarro, Claudia - Instructional Coach

Barth, Betty- Instructional Coach
Keen, Jeramy- Instructional Coach
Duties

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

The School Leadership Team meets weekly to monitor curriculum implementation, scheduling, professional development and the School Improvement Plan. Academic and behavioral data is analyzed to identify strengths as well as areas of concern. Leadership Team representatives meet with grade level groups to formulate intervention and enrichment activities based on best instructional practices with fidelity.

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 school's response to this section may be used to address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(5).

Title I, Part A

Vero Beach Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- 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 I Part C Migrant, and English Language Learner programs
- Partnerships are established with outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Vero Beach Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. 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 for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials,

and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

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 so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to i-Ready, Zip Zoom English and Edmentum Reading SMART ESL.

Title X- Homeless

Vero Beach Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

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

Part V: Budget

1	III.A	Areas of Focus: Tier One ELA and Math instruction				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0161 - Vero Beach Elementary School	Title, I Part A		\$20,000.00
			<i>Notes: Kagan Cooperative Learning Strategies</i>			
	6400	310-Professional and Technical Services	0161 - Vero Beach Elementary School	Other		\$20,000.00
			<i>Notes: Lowest 300. Maximize Learning Consultant</i>			
2	III.A	Areas of Focus: Science Proficiency				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0161 - Vero Beach Elementary School	Other		\$50,000.00
			<i>Notes: Lowest 300. Hiring Science and Literacy Instructional Coach</i>			
3	III.A	Areas of Focus: Family and Community Engagement				\$0.00
					Total:	\$90,000.00