0033 Alternative Center for Education

We Accept, Restore, and Return with Care!

Dariyall Brown , Principal

1426 18th Street

32960 FL Vero Beach

772-564-6240

Vision

The vision of the Alternative Center for Education is to enhance student achievement through teacher growth and development to support the success of all students.

School Mission

The Alternative Center for Education is dedicated to fostering a safe and positive environment that models growth, respect and responsibility.

SCHOOL NARRATIVE

The Alternative Center for Education is a school that accepts students with behavorial challenges that are not conducive to a normal school setting. Our main objective is to re-educate and restore the social emotional behavior of all students to a positive mindset, which encourages growth, respect and responsibility. We are student-centered in our approach to work together as a team to return students back to their home school.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
2	Brown, Dariyall	Principal For Alternative Educ	Dariyall.Brown@indianriverschools.org	Alternative Center for Education
2	Laurent-Joseph, Katia	Drop out Prevention Teacher	Katia.Laurent-Joseph@indianriverschools.org	Alternative Center for Education
2	Bristol, Monica	Teacher Reading, Senior High	Monica.Bristol@indianriverschools.org	Alternative Center for Education
2	Tory, Angel	Teacher, Critical Thinking	Angel.Tory@indianriverschools.org	Alternative Center for Education

SCHOOL DEMOGRAPHICS

SIP Plan Id 2

School Code	0033	**Title I School**	
School Type	Combination	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	67.9
Grades Served	6-12	**Every Student Succeeds Act (ESSA) Status**	

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	*
Economically Disadvantaged Students	0%
	*

English Language Learners

Hispanic Students   *

Multiracial Students   *

Students with Disabilities   *

White Students   *

Asian Students   *

Needs Assessment Summary

SCHOOL GRADES

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

The parent, staff and student climate survey provided findings that trended in a positive direction for our parents and staff, but a negative direction for our students. The parents had a mean average of 4.27, our staff had a 4.60 mean average and the students had a 3.57 mean average, which suggest that our students' feelings were less than favorable about their schools climate and culture.

Data Selection Rationale

The rationale for this data selection will effect our Positive Behavior Intervention System to maximize efforts to change student mindsets. We will have postive student inventory to determine students likes and dislikes and evaluate on a quarterly basis. This will help to determine whether or not students feelings or beliefs have changed about their school. Discipline rates of all Economically disadvantaged students (ESSA under 41%) will decrease by **10%** through the effective use of our behavioral intervention strategies, which will be monitored through quarterly CEIS Profile Equity report . Also, our PBIS program will increase our average daily attendance (ADA) rate by **10%** by consistently rewarding students who attend school at a 90% ADA rate.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Train teachers in Tier 2 and Tier 3 restorative justice and PBIS. These student centered supports are a more proactive method to discipline data and have been implemented as additional priorities to improve the school culture.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
The expected evidence for this implementation step includes agendas and training documents. Additional evidence will be observational evidence during weekly class walks and will result in a reduction of discipline concerns and a greater sense of self-efficacy and belonging as evidenced by quarterly student survey data.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
The methods used to monitro this implementation step includes weekly classroom walks, observational data, reduced behavior incidents, and quarterly student survey results.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Fully implement a PBIS system that is student centered and used with fidelity by the teachers and staff. ACE has been working with district leaders to create a strong PBIS system. The system includes a menu where students can earn privileges based on the points earned. Additionally, this work is aligned to students in Focus in order to communicate it with families and students.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Expected evidence includes training documents and agenda items for the PBIS system. Additionally, the PBIS system will produce evidence on a weekly basis to include the number of points students earn and the communication via focus with students and families.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
The methods used to monitor this step include a weekly analysis of the number of points students are earning, the communication of the PBIS system and points earned through Focus, and a reduction in discipline concerns and an increase in positive behaviors.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

ELA i-Ready Diagnostic EOY 2021   Grade 6: 1 student scoring more than 3 levels below grade level   Grade 7: 3 students scoring more than 3 levels below grade level   Grade 8: 1 student scoring at or above grade level, 6 students scoring more than 3 levels below grade level   Math i-Ready Diagnostic EOY 2021   Grade 6: 1 student scoring 1 level below grade level   Grade 7: 3 students scoring more than 3 levels below grade level   Grade 8: 5 students scoring more than 3 levels below grade level   EOY Unit Assessment Averages   6th = 89%   7th 64%   Pre-algebra 33%   Algebra 60%   Geometry 64%   6th science 62%   7th science 25%   8th science 60%   Biology 69%   Civics 39%   US History 51%   6th ELA 63%   7th ELA 41%   8th ELA NA   9th ELA 71%   10th ELA 13%

Data Selection Rationale

Differentiation of Instruction will coexist with the Blended Learning Model in all subject areas via Collaborative Planning to produce   an expected growth on I-READY, Unit Assessment & Achieve 3000 data by **10%.**

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
iReady data indicates that students greatest need were in the areas of vocabulary and comprehension. All of the students tested out of phonemic awareness, phonics, and high frequency words. We will implement additional training and support on differentiation skills that are geared to meet students' individual needs. This additional trainig will occur weekly during collaborative planning. This implementation step will require a intentional focus on the master schedule and the content based schedules to ensure that students are getting the specific academic needs are met.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Evidence of success includes master schedules that are developed to meet the needs of the students to include instructional groups within the content area learning blocks. Support facilitation will be strategically scheduled in order to maximize the direct instruction time that can be differentiated for individual needs.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
Master schedule meetings and weekly content area lessons that are differentiated based on needs. Collaborative planning meetings to ensure that the resources are aligned through teacher and support facilitation in support of students needs. Weekly classroom walkthroughs and observations will be used to monitor the fidelity of implementation.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
The data findings revealed that 76% of our students have 2 or more Early Warning Indicators (EWI's) and 56% are at a level 2 and below. Amongst our subgroups 88% of our Black students have 2 or more EWI's versus 50% of our White students. 68% of our Black students are at a level 2 or below versus 16% of our Whites students.

Data Selection Rationale
The rationale for this data selection is to analyze and review all subgroups in the area of student achievement. Our goal is to close the achievement gap between our African-American and White students by using high yield engagement strategies such as whole group, small group and computer based learning. These strategies will be targeted in our collaborative planning model which will build on differentiation and formative assessments to address learning deficiencies. Furthermore, lessons plans will be data-driven based on student performance to help address those areas of deficiencies which will undergo remediation and 1:1 interventions. We expect to see a 3% marginal gain in our African-American students in all FSA/EOC testing areas for middle and high school students.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
ACE is an alternative schools where students go for support due to behavioral issues at their home school. Students are assigned to ACE for short periods of time. Students who are assigned to ACE are on behavior contracts and supported through a tiered system of support to include restorative justice, individualized counseling and social skills groups. After school tutoring is available to help them close the learning gaps. New actions would include a very individualized learning plan for each student based on data. It would also include a solid communication loop with the home school in order to have consistency with academic programming.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Expected evidence will include fter school tutoring implementation plans, the individualized learning plan for each student on file and used to drive instruction and supports, and evidence of the communication logs with the home school to ensure that the academic supports are aligned and seamless. Weekly monitoring will occur through collaboratvie planning and through weekly student feedback sessions.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
Monitoring methods include weekly collaborative planning notes, classroom observations and walkthroughs, and weekly touchpoints with students. Additional monitoring for communication logs with the home school and the ongoing support and adjustments needed on behalf of the students.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Last year's data findings proved that Black students vs White students were suspended at 8.91 risk ratio in comparison to a Black student vs other students at 7.04 risk ratio. 3 Black students were suspended to 1 White student(s). The 20-21 school year data also showed that 3 Black students to 1 Other student(s) of race was suspended.

Data Selection Rationale
Our approach to our school theme will be to focus on the team concept that "The Work Matters To Us ALL!" The data finding tied to this theme will solely focus on reducing school discipline/suspensions and increasing attendance for all students. We know that these two identified categories will enhance our ability to mentor our students and guide them in the

right direction. In fact, formal mentoring programs for youth and college students often target "at risk" individuals (cf. Campbell, in press ; Rhodes, 1994). The hope is that mentoring will deter negative outcomes such as drug use, teen pregnancy, college drop-out, and academic failure while simultaneously encouraging alternative positive behaviors. Another way that protégé behavior may be affected is through instrumental assistance provided by mentors (e.g., helping to publish articles, complete homework, successfully finish work tasks) (Cohen & Willis, 1985).

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
ACE will implement a mentor plan for every student on campus. This mentor plan will be developed in concert with the mentor and the student mentee and contain specific goal areas and strategies and steps to achieve those goals. Weekly mentor/mentee meetings will be aligned to those goals and needs areas in support of students individual needs and areas of growth.   This step is supported and systematically aligned across ACE via the collaborative planning times weekly. ACE has devoted 90 minutes of collaborative planning time and professional development weekly. This amount of time is double the time in the past and give mentors an opportunity to analyze data and needs, create plans for support, and document the work that is occuring.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Expected evidence includes collaborative planning documents, classroom walkthroughs, quarterly student surveys, and mentoring notes.   Additional information will be collected on discipline rates.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
School Theme will be monitored using the weekly collaborative planning sessions, the weekly mentor/mentee schedules, weekly classroom walkthroughs, ongoing monitoring of discipline data using PBi indicating a reduction in discipline data.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings
The 1st quarter survey revealed that 46% of our student population are not satisfied with their school. Only 13% felt like their Principal listens to them,13% felt like the lessons kept their attention, 13% felt like the behavioral are consistent and expectation are fair and 6% felt that there was a sense of belonging at their school.

Data Selection Rationale
We are attempting to caputure the data based on the subjective feelings of each student who attend the Alternative Center for Education. According to the reults of the climate and culture survey, the Alternative school is not the idea placement for those students who felt that the reason they were placed were unfair. We also know that the rules they are mandated to follow are not to their satisfaction.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Continue providing ongoing training and support for teachers in Tier 2 and Tier 3 restorative justice and PBIS procedures. These student centered supports are a more proactive method to discipline data and have been implemented as additional priorities to improve the school culture.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
The expected evidence for this implementation step includes agendas and training documents. Additional evidence will be observational evidence during weekly class walks and will result in a reduction of discipline concerns and a greater sense of self-efficacy and belonging as evidenced by quarterly student survey data.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
The methods used to monitro this implementation step includes weekly classroom walks, observational data, reduced behavior incidents, and quarterly student survey results.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Continue to support and fully implement a PBIS system that is student centered and used with fidelity by the teachers and staff. The PBIS system will be implemented daily. ACE has been working with district leaders to create a strong PBIS system. The system includes a menu where students can earn privileges based on the points earned. Additionally, this work is aligned to students in Focus in order to communicate it with families and students.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Expected evidence includes training documents and agenda items for the PBIS system. Additionally, the PBIS system will produce evidence on a weekly basis to include the number of points students earn and the communication via focus with students and families.   Classroom walkthroughs will show that 100% of teachers are using the PBIS system to improve school culture and management.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
The methods used to monitor this step include a weekly analysis of the number of points students are earning, the communication of the PBIS system and points earned through Focus, and a reduction in discipline concerns and an increase in positive behaviors.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
District staff is working with the school leadership team to continue to support weekly collaborative planning to include data reflection, strategies, support with standards based instruction, engagement strategies, and ongoing differentiation work.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Collaborative planning measurable outcomes can be measured through weekly walkthrough, unit assessments, iready, and achieve 3000 diagnostics.   Additionally, culture and climate along with enhance PBIS will improve based on weekly collaborative planning meetings.

Monitor
Dariyall.Brown@indianriverschools.org

Phase 2: Full Implementation

Monitor Methods
Collaborative planning will be supported by school admin weekly.   Additional monitoring will occur using walkthrough observations and feedback loops.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
25% of our African American 8th graders are proficient on the I-Ready Math diagnostic.   50% of our White 6th grade students was proficient on the I-Ready Math diagnostic.   50% of our African-American students were proficient on the Algebra 1 Unit 1 Assessment.   73% of our African-American students were proficient on the Algebra 1 Unit 2 Assessment.   100% of our African-American students did not take the I-Ready Reading diagnostic due to extraneous variables (i.e. poor attedance/DJJ custody).   72% of our African-American 8th grade students were proficient on the Pre-Algebra Unit 1 Assessment.   27% of our African-American 10th grade students were not proficient on the ELA Unit 1 Assessment.   31% of our African-American 8th grade students were not proficient on the ELA Unit 1 Assessment.

Data Selection Rationale
Collaborative Planning is the area of focus and the rationale is to create professional learning communities that support standards based instruction, instructional practices, curriculum alignment, data analysis, differentiation, and student engagement through weekly collaborative planning sessions. These scheduled weekly planning meetings are consistent and cover all of the above mentioned topics.   This ongoing pd to practice cycle of improvement creates an opportunity for tight feedback loops and collective efficacy.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Conduct weekly meetings with staff during identified collaborative planning schedule. Use pacing guides and standards based materials to support the work.

Person Responsible
Dariyall.Brown@indianriverschools.org

Expected Evidence
Expectations include evidence of lessons developed in collaborative planning being taught in classrooms weekly.   Students academic success will improve from beginning of the year to the winter diagnostics.

Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
This implementation of collaborative planning will be supported by school admin weekly.   Additional monitoring will occur using walkthrough observations and feedback loops. Admin and teachers will monitor student data weekly.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Our school theme will revolve around "The Work Matters to Us ALL!" which will exisits in our Positive Behavior Intervention System and our strong mentoring program. According to the current data The Risk Ratio for suspensions (1) Black vs (0) Non-Black students and (1) Black vs (0) White students.

Data Selection Rationale
The mentoring at the Alternative school setting is proving to a reliable resource to all students especially our students of color. Weekly mentor to mentee contacts has show a tremendous decrease in major discipline events over the course of 9 weeks. Each mentor has taken the responsibility of contacting their mentee's parents if they notice that their attendance and behavior is becoming an issue at school.

Implementation Steps

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
ACE will continue to support the implementation of a mentor plan for every student on campus. This mentor plan will be developed in concert with the mentor and the student mentee and contain specific goal areas and strategies and steps to achieve those goals. Weekly mentor/mentee meetings will be aligned to those goals and needs areas in support of students individual needs and areas of growth.   This step is supported and systematically aligned across ACE via the collaborative planning times weekly. ACE has devoted 90 minutes of collaborative planning time and professional development weekly. This amount of time is double the time in the past and give mentors an opportunity to analyze data and needs, create plans for support, and document the work that is occuring.

Person Responsible
Dariyall.Brown@indianriverschools.org

Phase 2: Full Implementation

Expected Evidence
Expected evidence includes collaborative planning documents, classroom walkthroughs, quarterly student surveys, and mentoring notes. Additional information will be collected on discipline rates.
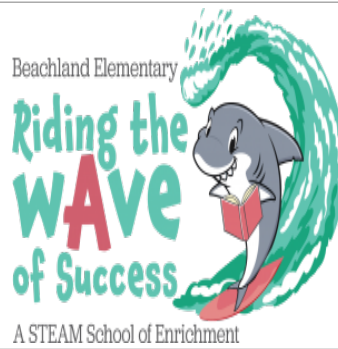
Monitor
Dariyall.Brown@indianriverschools.org

Monitor Methods
School Theme will be monitored using the weekly collaborative planning sessions, the weekly mentor/mentee schedules, weekly classroom walkthroughs, ongoing monitoring of discipline data using PBi indicating a reduction in discipline data.

0061 Beachland Elementary School

School of STEAM Enrichment

Rachel Finnegan , Principal

3350 Indian River Drive E

32963 FL Vero Beach

772-564-3300

Vision
At Beachland Elementary we challenge every student to reach their highest potential in a safe and caring environment.

School Mission
Our mission is to increase student achievement for all students with enriched curriculum, engaging lessons, critical thinking, problem-solving, and real world application.

SCHOOL NARRATIVE

At Beachland Elementary we challenge every student to reach their highest potential in a safe and caring environment. Through science, technology, engineering, art, and mathematics (STEAM), our mission is to increase student achievement for all students with enriched curriculum, engaging lessons, critical thinking and problem-solving, and real world application. As a Beachland shark, students ride the WAVE of success being warmhearted, active and attentive, vigilant, and enthusiastic for learning!

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
8	Finnegan, Rachel	Principal Elementary School	Rachel.Finnegan@indianriverschools.org	Beachland Elementary School
8	Banack, Michelle	Asst Principal Elementary	Michelle.Banack@indianriverschools.org	Beachland Elementary School
8	Bangert, Ashley	Teacher Grade 4	Ashley.Bangert@indianriverschools.org	Beachland Elementary School
8	Chavers, Mary	Reading Coach, Elementary	Mary.Chavers@indianriverschools.org	Beachland Elementary School
8	Whelan, Karen	Interventionist	Karen.Whelan@indianriverschools.org	Beachland Elementary School
8	Navarro, Claudia	Resource Specialist	Claudia.Navarro@indianriverschools.org	Beachland Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 8

School Code	0061	**Title I School**	N
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	41.2
Grades Served	K-5	**Every Student Succeeds**	

Act (ESSA) Status

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	46%
Economically Disadvantaged Students	64%
English Language Learners	69%
Hispanic Students	69%
Multiracial Students	*
Students with Disabilities	52%
White Students	81%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	A	63	0061
2018	C	48	0061
2019	A	71	0061

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

While office referrals decreased from the 2019-2020 to the 2020-2021 school year, the percent of students who returned in the 2020-2021 school year was only 67% August-January with 16 referrals. At the end of March 2021, with 91% of students back on campus, the increase of referrals went from 16 referrals to 35. By the end of the year, we had 56 office referrals, with most written between April and May.

Data Selection Rationale

Through the use of Social Emotional Learning, Sanford Harmony will be used daily to incorporate Kids at HOPE and our school-wide Tier I behavioral expectations, WAVE (warm-hearted, active and attentive, vigilant, and enthusiastic for learning). Students need to be engaged in the conversations and problem-solving to support their behavior and needs in the classroom. PBIS team will meet monthly to support Tier I behaviors, school counselor will provide Tier II and Tier III strategies along with administration to provide additional supports.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
During the back to school training on 8/3 and 8/9, all teachers and staff will learn about the WAVE school-wide expectations. During the first week of school, grade levels will determine possible rewards for indvidual student surfs and classroom waves. Students will also learn what each WAVE expectation looks like and create a thinking map defining each WAVE expectation in the classroom. Positive behavior rotations will occur for bus arrival and dismissal, cafeteria for breakfast and lunch, and car arrival and dismissal during the first week of school in grade level groups. Students will practice what happens and the importance of following specific expectations. During the back to school training on 8/3 and 8/9, teachers will revisit and learn about KIDS AT HOPE and begin with the pledge. Teachers will also view how to access Sanford Harmony through ClassLink and participate in some social emotional activities. During the first nine weeks of school, Teri Beckham will model and train new teachers on Sanford Harmony. New teacher STAR training will also share strategies for Sanford Harmony.

Person Responsible
Rachel.Finnegan@indianriverschools.org

Expected Evidence
100% of classroom teachers will conduct Sanford Harmony from 8:55-9:05 daily. 100% of classrooms will have school-wide expectations posted (WAVE), including individual surf rewards and wave rewards. 100% of classrooms will recite the Kids at Hope pledge during announcements

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Learning walks and classroom visits

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

For the 2020-2021 school year, anticipated gains and predicted goals were higher than actual scores. Breaking down the data, shows large gaps of achievement between the three instructional models (virtual, transitional, and face-to-face), including gaps between ethnicity/minority groups and students with disabilities. *August 2021 (ACTUAL RESULTS) ELA Achievement – 58% (below predicted and goal) 3 rd Grade (face to face Quarter 1 – Quarter 4) – 73% 4 th Grade (face to face Quarter 1 – Quarter 4) – 67% 5 th Grade (face to face Quarter 1 – Quarter 4) – 63% Based on face to face = 68% (above predicted and goal) ELA Learning Gains – 47% (below predicted and goal) 4 th Grade (face to face Quarter 1 – Quarter 4) – 100% (one student) 5 th Grade (face to face Quarter 1 – Quarter 4) – 53% Based on face to face = 77% (above predicted and goal) ELA BQ – 32% (below predicted and goal) 4 th Grade (face to face Quarter 1 – Quarter 4) – 100% (one student) 5 th Grade (face to face Quarter 1 – Quarter 4) – 33% Based on face to face = 67% (above predicted and goal) Math Achievement – 54% (below predicted and goal) 3 rd Grade (face to face Quarter 1 – Quarter 4) – 60% 4 th Grade (face to face Quarter 1 – Quarter 4) – 65% 5 th Grade (face to face Quarter 1 – Quarter 4) – 73% Based on face to face = 66% (above predicted and below goal) Math Learning Gains – 53% (above predicted, below goal) 4 th Grade (face to face Quarter 1 – Quarter 4) – 0% (one student) 5 th Grade (face to face Quarter 1 – Quarter 4) – 69% Based on face to face = 35% (predicted reflective, below goal) Math BQ – 39% (below predicted and goal) 4 th Grade (face to face Quarter 1 – Quarter 4) – 0% (one student) 5 th Grade (face to face Quarter 1 – Quarter 4) – 50% Based on face to face = 25% (below predicted, below goal) Science Achievement – 48% (below predicted and goal) 5 th Grade (face to face Quarter 1 – Quarter 4) – 54% Based on face to face = 54% (above predicted, below goal) By March 30, 2021, Beachland's enrollment for face-to-face instruction increased from 67% to 91% with the majority of students returning October 26 th , January 5 th , and March 30 th . 98.8% tested

Data Selection Rationale

At Beachland, we want to maintain a strong focus on ensuring learning gains for our students in the bottom quartile for English Language Arts (ELA) and math. Instruction needs to be designed to close the achievement gaps and loss of learning. Differentiating the instruction to focus on the needs for each student will not only support the learning gains, but also the overall achievement. 1. RTI groups will be designed with the School Leadership Team analyzing previous FSA scores, iReady data, DIBELS/FLKRS, and teacher input. Each RTI group will have intentional Tier 2 or Tier 3 strategies utilized to ensure each student is receiving individualized instruction. 2. During collaborative planning, coach and/or administrator will discuss strategies to support students emerging, on grade level, and above grade level.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Data analysis will occur of FSA scores for all fourth and fifth grade students among teachers and administration. Students will be grouped in RTI based on a triangulation of data - iReady (previous and current), FSA (previous scores), DIBELS, and formative assessments. Collaborative planning meetings will be utilized to discuss the needs of students and groups will be formed based on needs.

Person Responsible
Michelle.Banack@indianriverschools.org

Expected Evidence
RTI groups are created K-5 with skills attached to each group. RTI folders (created by Mrs. Chavers) will be utilized daily to capture the topic of the lesson and attendance. All teachers K-5 will be expected to submit attendance logs to Mrs. Chavers on Fridays. RTI binder kept by administration will include all groups, skills, and attendance graphs

(monthly)   As students master skills, groups will be fluid and changed based on data analysis and collaborative planning

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Learning walks and observations of RTI groups   Data analysis of progress monitoring and attendance

---

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Collaborative planning was implemented for the 2020-2021 school year. Only 75% of classroom teachers showed evidence of collaborative planning during impact reviews and learning walk data. Also, with the turnover of teachers and staff and the return of virtual/transitional teachers, collaborative planning needs to be revisited and trained on for the 2021-2022 school year.

Data Selection Rationale
Professional learning and planning will occur weekly for grade levels in conjunction with cultural arts teachers and ESE teachers to ensure standards are differentiated and the needs for each student are being met in whole group, small group, and Response to Intervention (RTI).

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
During 8/3 and 8/9 teachers will be trained on collaborative planning, review the collaborative planning schedule, and expectations for collaborative planning.   Collaborative planning will occur weekly to ensure data analysis and discussion about differentiation are taking place.   Collaborative planning schedules will ensure cultural arts, ESE, gifted, and general education teachers are part of the process to address student needs.

Person Responsible
Michelle.Banack@indianriverschools.org

Expected Evidence
Differentiated instruction   Strategies and skills shared by literacy coach   Input from interventionist regarding instruction in small group   Standards-based instruction   Cohesiveness across grade level instruction

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Learning walks, observations, data analysis

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Project Lead the Way started in cultural arts classrooms last year. To complete a module, cultural arts teachers selected a module to conduct with students in grades K-5. While the lessons were standards-based and hands-on, the standards alignment and rigor of the lesson were not necessarily aligned with each grade level. Also, due to the professional development schedule and transition of more students in October 2020, the first module did not begin until after the first nine weeks. This only allowed for two PLTW modules to occur for the entire year. Each module averages 10 hours and due to COVID-19, cultural arts classes were only 35 minutes long, which included transition time, sanitizing, settling, and dismissing.   Science unit assessments showed improvements over the course of unit assessments in third, fourth and fifth grade. However, fifth grade FSA scores and the achievement level did not meet expectations or goals.   Science Achievement – 48% (below predicted and goal) 5 th Grade (face to face Quarter 1 – Quarter 4) – 54% Based on face to face = 54% (above predicted, below goal)

Data Selection Rationale
To support our STEAM School of Enrichment, two of our gifted endorsed teachers are training and leading the cultural arts teachers to support the implementation of Project Lead the Way. For the 2021-2022 school year, modules are selected based on grade level standards and cultural arts teachers are attending collaborative planning sessions to align the work being done each week in the general education science classrooms and cultural arts through Project Lead the Way.   The opportunities provided in PLTW engage students through problem-solving to design solutions and reasons why through collaboration, analysis, and computational thinking.   STEAM plan also indicates PLTW modules, persons responsible and detailed plans for each month.

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Administration will work with Project Lead the Way teachers to ensure K-2 and 3-5 modules connect to standards for each grade level.   Administration will oversee the STEAM plan will monitor the implementaiton of K-5 standards and completion of modules.   Project Lead the Way teachers will be trained on the modules and implementation, as well as participation in collaborative sessions with ELA and science teachers.

Person Responsible
Rachel.Finnegan@indianriverschools.org

Expected Evidence
Cultural Arts classes on Friday will be designated for PLTW modules to connect with cultural arts standards and grade level science standards   Quarter 1-4 - Grades K-2 Designs Inspired by Nature (Art Class)   Quarter 1-4 - Grades K-2 Push and Pulls (PE)   Quarter 1-4 - Grades K-2 Animated Story Telling (Music with Computer Lab)   Quarter 1-4 - Grades K-5 3D Printer (Media)   Quarter 1-4 - Grades 3-5 Energy Conversation (Media)   Quarter 1 - Grades K-5 MYON (assignment created "Understanding How Scientists Think"   Quarter 1 - Grade 3 Weather Hazards (Alisa Johnson)   Quarter 1 - Grade 2 Properties of Matter (Diane Jellie)   Quarter 1 - Grade 1 Observing the Sun, Moon, and Stars (Tanya Brown)   PLTW Trainings - November 1, 2021, January 4, 2022

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Learning Walks, observations, pictures, student logs, lesson plans and weekly spotlights

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
100% of classrooms are conducting Sanford Harmony during 8:55-9:05. 100% of classrooms have completed Unit 1 on Diversity and completing Unit 2 on Empathy and Critical Thinking. 100% of classrooms have the school-wide expectations posted (WAVE), individual surf requards and wave rewards posted and articulated, and Tier I behavior plans taught and posted by grade level. While 100% of classrooms recite the "Kids at Hope" Pledge every morning during announcements, only 50% of our teachers and staff are trained in Kids at Hope and have a clear understanding how to connect Kids at Hope with Sanford Harmony.

Data Selection Rationale
Through the use of social emotional learning (SEL), Sanford Harmony and Kids at HOPE will be used in conjunction for the second nine weeks and second semester. The school counselor will support classroom instruction and social skills by providing time to teach topics about goal-setting, relationships, and planning for success.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
10/28/2021 - Meet with school counselor about plan to begin student-student mentoring program in Kindergarten through second grade classrooms. Intent would be to target fourth grade student leaders and a few safety patrols to start in primary classrooms in the morning before school. 11/1/2021 - Teachers and staff will be able to be an adult mentor/ACE (Kids at HOPE) for students in our bottom quartile. 11/5/2021 - Teachers will be introduced to the Kids at HOPE topic for November and December in connection with Unit 2 and Unit 3 from Sanford Harmony and will be provided the opportunity to sign-up to be a mentor/ACE for students. Monthly data chats will entail the review of behavior plans, discipline data, and supports.

Person Responsible
Rachel.Finnegan@indianriverschools.org

Expected Evidence
100% of classrooms will continue to conduct Sanford Harmony from 8:55-9:05 daily. 100% of classrooms will implement TIER I behavior plans, school-wide expectations (WAVE), and use individual student surf and wave rewards to encourage positive behavior. 100% of classrooms will recite the Kids at Hope pledge during announcements. 100% of bottom quartile students will have an adult mentor. 100% of K-2 classrooms will have at least one student mentor in the morning from 8:15-8:45 to assist with sight words, math facts, and/or logging into computer with username and password.

Monitor
Mary.Chavers@indianriverschools.org

Monitor Methods
Mrs. Finnegan will assign Mrs. Chavers, in partnership with the school counselor, to train and support student mentors. Mrs. Chavers and Ms. Mitchell will check-in with mentors and K-2 teachers. We will utilize check-ins in the morning, classroom visits, and learning walks.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Based on school goals and current predictions, we are moving in an upward direction based on collaborative planning, data chats, and connections of curriculum and standards. Based on current iReady scores and unit assessment, our data is as follows:

Data Set	Current Predictions (C)	School Goal (A)	
ELA Achievement	54%	72%	-18
ELA Learning Gains	46%	69%	-23
ELA Bottom Quartile	49%	51%	-2
Math Achievement -	59%	66%	-7
Math Learning Gains -	48%	69%	-23
Math Bottom Quartile	46%	61%	-15
Science Achievement	63%	56%	+7

<10 students are in the bottom quartile in 3rd grade for ELA and math <20 students are in the bottom quartile in 4th grade for ELA <20 students are in the bottom quartile in 5th grade for ELA <20 students are in the bottom quartile in 4th grade for math <20 students are in the bottom quartile in 5th grade for math

Data Selection Rationale
Due to the bottom quartile and the learning gains needed to close gaps in achievement, Response to Intervention (RTI) groups are designed to target the needs of every learner. Differentiated instruction is utilized during small group instruction to allow students to focus on strategies to support their learning and current level - emerging, on grade level, or above grade level.

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Phase 2: Full Implementation

Implementation Step
RTI groups have been designed with the school leadership team and revisited based on scores, formative assessment and progress monitoring. Progress monitoring is occurring weekly, instead of bi-weekly on the specific skill being taught in RTI.   During collaborative planning, coach and/or administrator will discuss strategies to support students who are emerging, on grade level, or above grade level.   Support facilitators are working with bottom quartile students and sharing progress weekly with general education teacher.   Principal will begin data chats with bottom quartile students to discuss iReady scores and unit assessments to set goals.   Differentiated learning contracts to be utilized for small group and independent practice to support student learning in third through fifth grade. Accountability about expectations and what the students are learning needed to be tracked and checked.   Extended learning opportunities will begin in November before and after school and on Saturdays for bottom quartile students.   Administrators and coach will continue to be present and visible in collaborative planning sessions.   Singleton teacher for fifth grade math and fifth grade science switched for the second quarter into a diad so the teachers can plan together for math and science.

Person Responsible
Rachel.Finnegan@indianriverschools.org

Expected Evidence
Differentiated instruction in the classroom based on learning contracts during small group time   Weekly progress monitoring during RTI with the assistance of literacy coach and interventionist   Standards-based instruction occurring   Evidence of collaborative planning during classroom visits, observations, and learning walks   Improvement in unit assessment scores and winter iReady diagnostic from fall

Monitor
Michelle.Banack@indianriverschools.org

Monitor Methods
Data analysis and data chats   Observations, learning walks, classroom visits

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
While 100% of grade levels and content areas are collaboratively planning, the structure and expectations are not happening across all grade levels. Based on attendance in collaborative sessions, 67% of grade levels utilize collaborative planning to ensure curriculum guides and pacing guides are on target. However, conversation about questions to be asked or how we are monitoring progress during whole group and small group are still a work in progress.

Data Selection Rationale
Based on observations by literacy coach and administration, a structure needs to be in place for collaborative planning to support the conversation, delivery, and materials required to conduct a collaborative planning session. To support a purposeful and intentional 40 minutes, specifics need to be brought by the teachers and guiding questions need to facilitate the grade level's session to support the work.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Teachers will be trained on collaborative planning expectations during individual planning during the school day (10/12 or 10/13) by literacy coach and administration.   Teachers will analyze data and review RTI groups (10/12 or 10/13) based on data trends and current data in iReady, DIBELS, FLKRS, unit assessments, and progress monitoring tools.   Visibility and attendance of coach and administration will continue during collaborative planning.   District support from teacher specialists in specific content areas will begin weekly for the second quarter for ELA, math, and science.

Person Responsible
Michelle.Banack@indianriverschools.org

Expected Evidence
100% of teachers attend collaborative planning session   100% of teachers conduct data analysis 100% of grade levels utilize collaborative planning to have purposeful and intentional conversation surrounding curriculum and standards-based instruction   85% of classroom visitis will show evidence of collaborative planning based on administration, literacy coach, and/or district specialist conversation, expectation, and/or decisions

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Classroom visits, observations, and learning walks   Attendance and participation of collaborative planning sessions

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
100% of cultural arts teachers are teaching Project Lead the Way modules related to grade-level standards.   100% of cultural arts teacher are attending collaborative planning in grades second through fifth.

Data Selection Rationale
During the first nine weeks, our cultural arts teachers, Project Lead the Way lead teachers, and general education science teachers have come together to ensure at least one teacher

Phase 2: Full Implementation

from each grade level 2nd through 5th grade are incorporating standards and modules that align. In addition, we found the attendance of our cultural arts teachers and gifted teacher in collaborative planning sessions supports ideas, differentiation, and connections, not only with Project Lead the Way, but with ELA and math instruction as well. The opportunities provided in Project Lead the Way (PLTW), standards-based instruction, and communication for connection across subject areas will support student achievement.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
New collaborative planning schedule shared on October 6, 2021 allows cultural arts teachers to be part of grade level collaborative planning each week. On November 1, 2021 a Project Lead the Way training will be offered for general education classroom teachers. Modules will continue for the second nine weeks in relation to our STEAM plan.

Person Responsible
Rachel.Finnegan@indianriverschools.org

Expected Evidence
100% attendance in collaborative planning sessions   100% of classrooms in cultural arts, Project Lead the Way teachers, and trained general education teachers' classrooms utilizing Project Lead the Way modules in connection with grade-level standards   2-4% increase on science unit assessment scores in grade third through fifth

Monitor
Rachel.Finnegan@indianriverschools.org

Monitor Methods
Data chats and data anaylsis   Learning walks and classroom visits   Attendance and visibility in collaborative planning sessions

0141 Citrus Elementary School

School of Community Citizenship

Kimberly Garcia , Principal

2771 4th Street

32968 FL Vero Beach

772-978-8350

Vision
To educate and engage all learners for college or career readiness and to empower them to be proficient, independent, critical thinkers.

School Mission
The mission of Citrus Elementary: We are guiding today's children to BEEcome tomorrows community leaders.

SCHOOL NARRATIVE
Citrus Elementary is the largest elementary school in the School District of Indian River County. The school is a Title One school, and also is home to 2 Head Start Preschool classrooms. Our school motto is "We All Bee-long" (as we are the Stingers) and we boast to be a school of Community Citizenship, working to build future community leaders and good citizens.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
13	Garcia, Kimberly	Principal Elementary School	Kimberly.Garcia@indianriverschools.org	Citrus Elementary School
13	Savoie Guerra, Valerie	Interventionist	Valerie.SavoieGuerra@indianriverschools.org	Citrus Elementary School
13	Rahal, Kimberly	Asst Principal Elementary	Kimberly.Rahal@indianriverschools.org	Citrus Elementary School
13	Keeler, Jennifer	Teacher Title 1 Resource	Jennifer.Keeler@indianriverschools.org	Citrus Elementary School
13	Del Tufo, Amber	Math Coach	Amber.DelTufo@indianriverschools.org	Citrus Elementary School
13	Mejia, Kelli	Teacher Sch Based Reading Stra	Kelli.Mejia@indianriverschools.org	Citrus Elementary School
13	Carlsen, Tiffany	Teacher Title 1 Resource	Tiffany.Carlsen@indianriverschools.org	Citrus Elementary School
13	Swallow, Rachel	Elementary Guidance Counselor	Rachel.Swallow@indianriverschools.org	Citrus Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 13

School Code	0141	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	61.8

| Grades Served | K-5 | Every Student Succeeds Act (ESSA) Status |

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	47%
Economically Disadvantaged Students	56%
English Language Learners	51%
Hispanic Students	54%
Multiracial Students	49%
Students with Disabilities	43%
White Students	64%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	42	0141
2018	C	48	0141
2019	B	58	0141

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Quantitative data will be collected quarterly and our goal is a 10% decrease in ODR's. In 2019-20, there were 67 student referrals when we left in March 2020 and in 2021 we had 48 student referrals for the school year. Our goal is to continue that downward trajectory. Based on classroom walkthroughs conducted during impact reviews for the 2020-2021 school year, 74-91% of all classrooms displayed completed evidence of class culture and cimate embeeded into the room. Parental, staff and student surveys also reflected all green (at least 4.5 out of a total score of 5) in every area that were addressed in the survey related to the culture and climate of our school.

Data Selection Rationale
Multiple studies have shown that a positive culture and climate impact student achievement. Recent 20-21 student referrals decreased by at least 10% which suggest a positive trend, but our goal will continue to be to decrease each year by 10%.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Create a school wide rotation for expectations of rules and procedures through PBS.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Students will rotate through expectations and also review in the classroom, and lunchroom

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Teacher lesson plans will show evidence this occurred. Calendar of rotations created. COmpleted: Week of August 10

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Teachers will be responsible for implementing one SEL lesson weekly for the first month and then monthly from September-May to promote positive interactions. School counselor will be responsible for creating lessons as well.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
SEL lessons will be present as teachers collaboratively plan with coaches.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Learning walks

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Students will have an active role in "students of the month" who followed the rules: Be Safe, Be respectful, Be responsible, Be Kind.

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
List of students of the month and student ballots which will reflect student voice.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Names of students of the month completed by due date and celebrated in the cafeteria during lunch.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Conduct weekly calls home to parents for Bee Awesome Grams.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Nominated students have awesome grams sent to the office for adminsitration to call certain families. The other students are called by the student's teacher that week.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Recognized by their peers during lunch and or class time. Positive phone calls done.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Students will earn DOJO points as a positive reinforcer to be used for a variety of items or experiences (Stinger Store, movies, lunch with staff members, Lunch in the Courtyard, ice cream celebrations, dance parties, etc.)

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Students receive points on DOJO points and reviewed at PBS meetings.

Monitor
Rachel.Swallow@indianriverschools.org

Monitor Methods
Use DOJO to ensure points given equitably for students throughout the grade levels.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Staff will also receive positive reinforcers in the form of BEE Bucks to be used at the twice-yearly raffle. They will also receive items from the Whoop Whoop Wagon when peers shout out to one another for good things happening in their rooms.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Collected BEE bucks and raffle prizes supplied

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
The completed raffle

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Lead mentor program with 40+ staff members to mentor students who need assistance to decrease negative outbursts and increase positive behavior (end of year culminates with a mentor/mentee breakfast).

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Decrease in negative behavior (As shown in CIR and ODRs) and evidence that the 4 PBS rules are being followed.

Monitor

Monitor Methods
Review of data   End of year Mentor-Mentee Breakfast

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Quarterly celebrations for students in a variety of successes: Academic, effort, improvement, attendance, character, kid of the quarter in specials, and Citrus Stinger awards.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Teachers will submit names of students who qualify for these awards and K. Garcia will create them.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Awards Ceremony during lunches for first quarter, due to COVID, week of October 18th.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
PBS Core team will have monthly PBS meeting to discuss school wide data and create next steps for attendance, discipline, and positive reinforcers for students.

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Meeting agenda and minutes

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Looking and reviewing school wide data to ensure what we are doing is working in a positive manner for our students.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Using data in both ELA and Math to drive instruction, the core instruction program is aligned to standards based instruction through weekly collaborative planning, PD, monthly data meetings and quarterly Tier 2 data chats. Pacing guides are utilized to align standards based instruction, reteach, and fidelity of standards based instruction. The weekly meetings will have a continued focus on differentiation with an emphasis on monitoring through formative assessments.

Data Selection Rationale
Impact Reviews last year showed that the range of differentiation that was evident in classrooms ranging from 52% at the beginning of the year to 86% at the end of the year. The State tests showed that the impact on proficiency and learning gains were as follows in ELA and Math: ELA Proficiency 53% ELA Learning Gains: 47% Math Proficiency 55% Math Learning Gains: 41% According to Carol Tomlinson, multiple studies have demonstarted the impact of using data to drive instruction, while differentiating in a multi-tiered approach.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Hold initial data meeting to review previous year's impact data findings and FSA results. This data will be used to create differentiated groups that will be fluid using formative assessments.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Our goal for the first nine weeks is to be at least 50% evident with differentiation using a monitoring strategy (formative assessment).

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Walkthroughs Unit Assessment scores

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Oversee weekly standards planning with academic coaches.

Person Responsible
Kimberly.Rahal@indianriverschools.org

Expected Evidence
Lesson plans turned in to K. Rahal with weekly standards covered

Monitor
Kimberly.Rahal@indianriverschools.org

Monitor Methods
walkthroughs and collaborative plan review

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Create quarterly four hour collaborative planning focusing on differention with an emphasis on formative asessments to help each student find success

Person Responsible
Kimberly.Rahal@indianriverschools.org

Expected Evidence
Consistency among grade level and collaborative plans

Monitor
Kimberly.Rahal@indianriverschools.org

Monitor Methods
Walkthroughs and lesson plan review

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Implement individual student conferences to hold students and teachers accountable for academic growth and achievement throughout the year.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Data binders created by teachers for classmates

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
completed graphs after each assessment or data point

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Citrus Elementary is a school of Community Citizenship. This year, will be grounded in developing student learners that are able to be effective citizens through community based projects, involving stakeholders throughout the county.

Data Selection Rationale
Community and parental involvement have been shown to support student achievement for all. To increase community involvement, multiple strategies and actions will be implemented at our school using community partnerships, projects (such as Day of Caring on 9/11) and programs.

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Implement year two of Stinger Academy, where 5th grade students mentor grade 1 students.

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Matched list of Grade 5 to Grade 1 students.

Monitor
Rachel.Swallow@indianriverschools.org

Monitor Methods
Activites completed by students with discussion of what worked and discussions of what is successful.

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Discuss the need for three community projects throughout the year at the Back to School Meeting.   They will involve being an effective citizen in: My class   My school   My community/world   Teams will then discuss what their three projects will be for the year an bring them to the August 20 Grade Level Leader Meeting so that we can be sure there are no overlaps.   NOTE: Project 1 due: November 12 Project 2: February 18 Project 3: May 6

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Chart created for all grade levels, and a Community Citizenship Display will be in our cafeteria for all to view finished projects.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Completion of veritcal plan and culminating project per grade levels

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Plan created by teachers for the "Genius Hour" due by end of Quarter 1.   Genius Hour will take place: November 19   December 17   January 28   February 25   March 18

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Plan and create brochure for students to choose from, created by November 1

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Completed brochure

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Expand Student Council to involve more community projects, so students can feel they made an impact in their school as well as the town they live.

Person Responsible
Kimberly.Rahal@indianriverschools.org

Expected Evidence
List of two school wide projects will be created by end of quarter 1. In this quarter 1, representatives will be chosen and student council members will then have a voice in what our projects will be for the year.

Monitor
Kimberly.Rahal@indianriverschools.org

Monitor Methods
completed list of Student Council Members   List of upcoming projects with what is needed to complete them

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings
Quantitative data will be collected quarterly and our goal is a 10% decrease in ODR's. In 2019-20, there were 67 student referrals when we left in March 2020 and in 2021 we had 48 student referrals for the school year. Our goal is to continue that downward trajectory. Based on classroom walkthroughs conducted during impact reviews for the 2020-2021 school year, 74-91% of all classrooms displayed completed evidence of class culture and cimate embedded into the room. Parental, staff and student surveys also reflected all green (at least 4.5 out of a total score of 5) in every area that were addressed in the survey related to the culture and climate of our school.

Data Selection Rationale
Multiple studies have shown that a positive culture and climate impact student achievement. Recent 20-21 student referrals decreased by at least 10% which suggest a positive trend, but our goal will continue to be to decrease each year by 10%. As of 11/1, there are 25 ODRs in our system. Please note, 17 of these come from one student, who we are gathering data on, and currently have a district RBT working with this kindergartene r.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Students will continue to have an active role in "students of the month" who followed the rules: Be Safe, Be respectful, Be responsible, Be Kind. Students have been active in helping choose the "Be Safe" and "Be respectful" and "Be Responsible" students of the month thus far. For November they will help choose the "Bee Kind" Award and in December, the student that encompasses all of these traits.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Names of students of the month completed by due date and celebrated in the cafeteria during lunch.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Completed certificates and bulletin board with student photos in the cafeteria

---

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Continue to make weekly calls home to parents for Bee Awesome Grams for two given grades per week.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Nominated students have awesome grams sent to the office for administration to call certain families. The other students are called by the student's teacher that week. Monthly calendar of specific grades are placed into the staff weekly newsletter, "The Buzz."

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Recognized by their peers during lunch and or class time. Positive phone calls done, awesome gram recipients pictures taken.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Students will continue to earn DOJO points as a positive reinforcer to be used for a variety of items or experiences (Stinger Store, movies, lunch with staff members, , ice cream celebrations, dance parties, etc.)

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Students receive points on DOJO points and amount of points are reviewed at PBS meetings to ensure fidelity of the program.

Monitor
Rachel.Swallow@indianriverschools.org

Phase 2: Full Implementation

Monitor Methods
Ms. Swallow will monitor DOJO to ensure points given equitably for students throughout the grade levels. These points are reviewed at the monthly PBS meetings with the PBS team, that has a representative from each grade level.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Staff have received positive reinforcers in the form of BEE Bucks to be used at the twice-yearly raffle, when they write Thanks For Being You and receive them from staff members. They also receive them for attending meetings. They also receive items from the Whoop Whoop Wagon when peers shout out to one another for good things happening in their rooms. For the week of November 29, students will be able to give away four Bee Bucks to any staff member of their choice with an explanation on each. These Bee Bucks will be used for the Staff Bee Buck Raffle, scheduled for 12/10.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Collected BEE bucks and raffle prizes supplied

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
The completed raffle

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Quarterly celebrations for students will continue in a variety of successes: Academic, effort, improvement, attendance, character, kid of the quarter in specials, and Citrus Stinger awards (for students with exceptionalities).

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Teachers will submit names of students who qualify for these awards and K. Garcia will create them.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Awards Ceremony during lunches for first quarter, due to COVID, week of October 18 th , gave out 237 awards to students in Grades 2-5. Quarter 2 will be scheduled with parents invited for the first week in January.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
PBS Core team will continue to have monthly PBS meeting to discuss school wide data and create next steps for attendance, discipline, and positive reinforcers for students.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Monthly meeting agenda and minutes

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Continue to review school wide data to ensure what we are doing is working in a positive manner for our students.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Using data in both ELA and Math to drive instruction, the core instruction program is aligned to standards-based instruction through weekly collaborative planning, PD, monthly data meetings and quarterly Tier 2 data chats. Pacing guides are utilized to align standards-based instruction, reteach, and fidelity of standards-based instruction. The weekly meetings will have a continued focus on differentiation with an emphasis on monitoring through formative assessments.

Phase 2: Full Implementation

Data Selection Rationale

Impact Reviews last year showed that the range of differentiation that was evident in classrooms ranging from 52% at the beginning of the year to 86% at the end of the year. For monitoring, which also uses formative assessments, it ranged from 33-68% evident.   The State tests showed that the impact on proficiency and learning gains were as follows in ELA and Math: ELA Proficiency 53% ELA Learning Gains: 47%   Math Proficiency 55% Math Learning Gains: 41%   After the first impact walk, 42% of classrooms were evident with differentiation, and 45% were evident in monitoring and formative assessments, at the time of the classroom visit. On 11/3, the school impact walk will not only look at what was evident in the eight-minute visit, but what was also evident in plans and formative assessments the teachers provided.

Implementation Steps

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Weekly collaborative planning meetings have shown that collaborative planning is 97% evident in our classrooms. At this time 45% percent of our classrooms were evident in formative assessments and differentiation during walkthroughs, but all had these in their plans (they just might not have been seen during the impact walkthrough time).

Person Responsible
Kimberly.Rahal@indianriverschools.org

Expected Evidence
During this time, there will be two impact reviews, one school based and one from the district. Lesson plans will also be checked school wide, the week of 12/6, to ensure formatives are in collaborative planning on a weekly basis.   According to our goal, formative assessments will be evident in at least 60% of the rooms, for the second nine weeks. We will continue to oversee weekly standards planning with academic coaches.

Monitor
Kimberly.Rahal@indianriverschools.org

Monitor Methods
Lesson plans turned in to K. Rahal with weekly standards covered, and walkthroughs and collaborative plan review will occur.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Four-hour collaborative planning with Grades K-5 teams will occur November 15-17 and included in plans will be formative assessments. Coaches will be present, and teams will sign what they were able to accomplish in that time frame.

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Teams will turn in their activity sheets with all members present, signing. This will allow for consistency among grade level and collaborative plans

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Completed logs, Walkthroughs, and lesson plan review

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Formative Assessment PD given to staff on 11/1. It consisted of many ideas for formative assessments, evidence of many different types of formative assessments occurring in the school, currently, and next steps for teachers

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Teachers committed as their exit ticket to using one new formative assessment learned at the PD in their collaborative plans, they created on 11/1 and at least another one by end of December.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Lesson plans and walkthroughs with at least 60% evidence of formative assessments in Quarter 2.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Phase 2: Full Implementation

Data Findings
Citrus Elementary is a school of Community Citizenship. This year, will be grounded in developing student learners that are able to be effective citizens through community-based projects, involving stakeholders throughout the county.

Data Selection Rationale
Community and parental involvement have been shown to support student achievement for all. To increase community involvement, multiple strategies and actions will be implemented at our school using community partnerships, projects (such as Day of Caring on 9/11, "Socktober," November Food Drive) and programs such as Genius Hour, which begin 11/19.

Implementation Steps

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Implement year two of Stinger Academy, where 5th grade students mentor grade 1 students. Lists of 5th graders have been generated, and this year we will also incorporate a handful of 4th graders. They will be matched with K or 1 students by 11/29, and begin working twice a month with their respective student in a variety of ways (dismissal help, work with centers, reading, help at recess with social skills, etc.) Matched list of Grade 5 to Grade 1 students.

Person Responsible
Rachel.Swallow@indianriverschools.org

Expected Evidence
Activities completed by students with discussion of what worked and discussions of what is successful by 12/17.

Monitor
Rachel.Swallow@indianriverschools.org

Monitor Methods
walkthroughs, meeting with mentors

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
After discussing the need for three community projects throughout the year, grade levels creating three projects that each grade level completed, related to being an effective citizen in: My class My school My community/world Project 1 is culminating now: We have had "Bucket Filler" activities, a kindness chain for random acts of kindness, a campus clean up, book buddies, to name a few for the first projects completed. NOTE: Project 1 due: November 12 Project 2: February 18 Project 3: May 6

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
A chart was created for all grade levels, and a Community Citizenship Display is in our cafeteria for all to view finished projects. It will be expected pictures and a blurb is created for each grade level after each project completed.

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Completion of vertical plan and culminating project per grade levels

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Plan created by teachers for the "Genius Hour" and students in Grade 3-5 will vote on what Genius Hour class they would like to attend by 11/10. Students in Grades K-2 will rotate throughout classrooms and complete different lessons that are of interest to students. Genius Hour will take place: November 19 December 17 January 28 February 25 March 18

Person Responsible
Kimberly.Garcia@indianriverschools.org

Expected Evidence
Voting of students and placement in class. First class on November 19 and second class December 17

Monitor
Kimberly.Garcia@indianriverschools.org

Monitor Methods
Attendance sheets

School Theme

High Yield Strategy
Monitoring and Feedback

Phase 2: Full Implementation

Implementation Step
Student Council elections have occurred and there are 21 members now in our Student Council. This year we will involve more community projects, so students can feel they made an impact in their school as well as the town they live.

Person Responsible
Kimberly.Rahal@indianriverschools.org

Expected Evidence
List of two school wide projects will be created by end of quarter 2. In this quarter 1, representatives will be chosen, and student council members will then have a voice in what our projects will be for the year. First meeting is November 5.

Monitor
Kimberly.Rahal@indianriverschools.org

Monitor Methods
Completed list of Student Council Members   List of upcoming projects with what is needed to complete them-first project is food drive for November

0151 Dodgertown Elementary School

STEAM Tech Community Partnership School

Aretha Vernette , Principal

4350 43rd Avenue

32967 FL Vero Beach

772-564-4100

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

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

SCHOOL NARRATIVE
Dodgertown Elementary is a STEAM-Tech Lab School that uses a **Community Partnership School** model to provide "wraparound" services to meet all needs of students and families to ensure student academic success.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
14	Vernette, Aretha	Principal Elementary School	Aretha.Vernette@indianriverschools.org	Dodgertown Elementary School
14	Racine, Kristen	Asst Principal Elementary	Kristen.Racine@indianriverschools.org	Dodgertown Elementary School
14	Swanigan, Denise	Math Coach	Denise.Swanigan@indianriverschools.org	Dodgertown Elementary School
14	Miller, Stacey	Reading Coach, Elementary	Stacey.Miller@indianriverschools.org	Dodgertown Elementary School
14	Ingrum, Raina	Reading Coach, Elementary	Raina.Ingrum@indianriverschools.org	Dodgertown Elementary School
14	Mackey, Christina	Teacher Kindergarten	Christina.Lindgren@indianriverschools.org	Dodgertown Elementary School
14	Arreola, Maria	Interventionist	Maria.Arreola@indianriverschools.org	Dodgertown Elementary School
14	Degraeve, Jennifer	Teacher Grade 1	Jennifer.Degraeve@indianriverschools.org	Dodgertown Elementary School
14	Marginean, Leanne	Teacher Grade 2	Leanne.Marginean@indianriverschools.org	Dodgertown Elementary School
14	Debenedet, Jennifer	Teacher Grade 3	Jennifer.Debenedet@indianriverschools.org	Dodgertown Elementary School
14	Maddalon, Susan	Teacher Grade 4	Susan.Maddalon@indianriverschools.org	Dodgertown Elementary School
14	Patterson, Daphne	Teacher Grade 5	Daphne.Robinson@indianriverschools.org	Dodgertown Elementary School
14	Sloan, Alexandra	Teacher Grade 4	Alexandra.Sloan@indianriverschools.org	Dodgertown Elementary School
14	Laviska, Elizabeth	Librarian/media Spec Elem	Elizabeth.Laviska@indianriverschools.org	Dodgertown Elementary School
14	Gatlin, Dana	Teacher Art Elementary	Dana.Gatlin@indianriverschools.org	Dodgertown Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 14

School Code	0151	Title I School	Y
School Type	Elementary	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	69.5
Grades Served	K-5	Every Student Succeeds Act (ESSA) Status	

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	42%
Economically Disadvantaged Students	50%
English Language Learners	47%
Hispanic Students	51%
Multiracial Students	*
Students with Disabilities	50%
White Students	51%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	51	0151
2018	C	48	0151
2019	C	48	0151

Phase 1: Analyze, Reflect, Identify

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Impact Review, September 14, 2021 Strengths Positive Office Referrals PBIS Resilience Award 2020-2021 Students are in class (minimal "pull outs") Majority of rooms had a version of expectations Positive relationships between adults and students Opportunities Establish consistent routines/procedures across the grade levels PBIS expectations Increase specific academics feedback Next Steps Post PBIS BASE expectations in visible location Generate classroom ewxpectations with students Increase use of specific behaviorial praise.

Data Selection Rationale
Impact Review walkthrough data indicate opportunities to improve campus culture and climate.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
The PBIS Coach will ensure all staff and students complete the implementation steps below: Post PBIS BASE expectations in visible location Generate classroom expectations with students Increase use of specific behaviorial praise.

Person Responsible
Raina.Ingrum@indianriverschools.org

Expected Evidence
Evidence of established routines and procedures during classroom walkthroughs, Improved ratings on collection tool during from Impact Review #1 to Impact Review #2. Reduction in off task behavior.

Monitor
Kristen.Racine@indianriverschools.org

Monitor Methods
Classroom walkthroughs Impact Reviews

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
In 2020-2021, 33% of Grade 3 students were proficient in FSA ELA , up from 22% in 2018-2019. In 2020-2021, 34% of Grade 4 students were proficient in FSA ELA . In 2020-2021, 31% of Grade 5 students were proficient in FSA ELA .

Data Selection Rationale
Classroom walkthrough data collections indicate a need to improve Tier 1 instruction.

Implementation Steps

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
The K-5 Math Coach will support Teacher-Led Collaborative Planning for mathematics .

Person Responsible
Denise.Swanigan@indianriverschools.org

Expected Evidence
The K-5 Math Coach will complete Coaching Logs demonstrating support of Teacher-Led Collaborative Planning of math instruction. The K-5 Math Coach will use the Collaborative Planning Tool to guide Teacher-Led collaborative planning. Collaborative Planning Standards-Based Instruction & Standards-Based Tasks Monitoring/ Formative Assessment Timely feedback to students following informal/formally assessments

Monitor
Kristen.Racine@indianriverschools.org

Monitor Methods
Assistant Principal will review completed K-5 math coaching logs and K-5 math lesson plans weekly.

Academics

High Yield Strategy
Monitoring and Feedback

Phase 1: Analyze, Reflect, Identify

Implementation Step
The K-2 Literacy Coach will support Teacher-Led Collaborative Planning.

Person Responsible
Stacey.Miller@indianriverschools.org

Expected Evidence
The K-2 Literacy Coach will complete coaching logs to demonstrate support of K-2 Teacher-Led collaborative planning.   The K-2 Literacy Coach will use the Collaborative Planning tool to guide Teacher-Led collaborative planning.   Collaborative Planning focusing on: Standards-Based Instruction & Standards-Based Tasks   Monitoring/Formative Assessment using amplify checklists, "cruising clipboards"   Differentiation on content, process, product

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
The Principal will review completed K-2 Literacy coaching logs and K-2 Literacy lesson plans weekly.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
The **3-5 Literacy Coach** will support Teacher-Led Collaborative Planning .

Person Responsible
Raina.Ingrum@indianriverschools.org

Expected Evidence
The 3-5 Literacy Coach will complete Coaching logs to demonstrate support of Teacher-Led Collaborative Planning of K-5 Literacy.   The 3-5 Literacy Coach will use the Collaborative Planning Tool to guide Teacher-Led collaborative planning.   Collaborative Planning focusing on: Standards-Based Instruction & Standards-Based Tasks   Monitoring/Formative Assessment using amplify checklists, "cruising clipboards"   Differentiation on content, process, product

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
The Principal will review completed 3-5 Literacy coaching logs and 3-5 Literacy lesson plans weekly.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
The **Assistant Principal** will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and **intervene as required** .

Person Responsible
Kristen.Racine@indianriverschools.org

Expected Evidence
Improved school- and district-based data collection ratings using the "Impact Review Collection Tool".

Monitor
Kristen.Racine@indianriverschools.org

Monitor Methods
Frequent classroom visits, observations, and data collection.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
The **Principal** will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and **intervene as required** .

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
Improved school- and district-based data collection ratings using the "Impact Review Collection Tool".

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
Frequent classroom visits, observations, and data collection.

Academics

Phase 1: Analyze, Reflect, Identify

High Yield Strategy
Monitoring and Feedback

Implementation Step
The Principal will secure funding finance extended planning time and professional development for teachers and staff (read new text, submit products).

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
Products created during extended planning/PD.

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
Observe/participate/monitor products from extended planning time.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
RAISE Program: Reading Achievement Initiative for Scholastic Excellence   Area of Focus for Instructional Practice Specifically Relating to ELA   Explicitly address strategies for improving reading and literacy outcomes for all students   professional development on evidence-based strategies,   assisting with implementing data-informed instruction, and   the use of high-quality instructional materials and multi-tiered system of supports   Strategically and intentionally address phonics skills that will increase reading success for all students. (e.g. -ve, -cle, r-controlled vowels, etc.)

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
Improved literacy outcomes as measured on the Spring and Winter i-Ready diagnostic assessments, specifically: At least 51% of students (in any grade level) will score Reading Achievement Levels (RALs) of 3, 4, or 5, based on the statewide ELA assessment. At least 90% of K-3 students will be "on track" to pass the statewide ELA assessment based on the new coordinated screening and progress monitoring system.

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
All members of the leadership team, grade chairs and homeroom teachers will monitor student progress using formal/informal assessments, diagnositic results, MTSS data and progress monitoring.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings

Impact Review, September 14, 2021 Strengths Positive Office Referrals PBIS Resilience Award 2020-2021 Students are in class (minimal "pull outs") Majority of rooms had a version of expectations Positive relationships between adults and students Opportunities Establish consistent routines/procedures across the grade levels PBIS expectations Increase specific academics feedback Next Steps Post PBIS BASE expectations in visible location Generate classroom expectations with students Increase use of specific behaviorial praise.

Data Selection Rationale

Impact Review walkthrough data indicate opportunities to improve campus culture and climate.

Implementation Steps

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
After the initial data review and analysis of school culture, combined with weekly classroom walkthroughs and impact review data, it was determined that there is a greater need for teacher alignment and communication around school culture. Weekly collaborative planning schedules and supports have been realigned to be more efficient and yield stronger communication of the expectations. The weekly collaborative planning meetings are also intended to strengthen the peer to peer learning and improve teacher efficacy across the school.   Weekly plans will be developed to align the lessons specific to the "buddy up" and the "meet up" sections of Sanford Harmony.

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
The "buddy up" and "meet up" sections of Sanford Harmony will be planned for in grade level collaborative planning and taught daily from 8:50 - 9:15 in 100% of classes.

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
Collaborative planning notes, coaches logs, and classroom walkthroughs to observe the lessons will be used as monitoring methods for school culture.   Additional methods of monitoring include a mid year student survey.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

In addition to the below data, tier 1 instruction was an area in need of improvement based on classroom observations and impact reviews in quarter 1. In 2020-2021, 33% of Grade 3 students were proficient in FSA ELA , up from 22% in 2018-2019. In 2020-2021, 34% of Grade 4 students were proficient in FSA ELA . In 2020-2021, 31% of Grade 5 students were proficient in FSA ELA .

Data Selection Rationale

Classroom walkthrough data collections indicate a need to improve Tier 1 instruction.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
In response to observations of tier 1 instruction in the first quarter, the master schedule and collaborative planning schedule were redesigned. Phase 2 collaborative planning will be by grade level and content area groups every week in the media center. This alignment to the work will be supported by instructional coaches and administration.   The theory of action around the revised collaborative planning is to align the work, create a system of support, and increase teacher efficacy where teachers learn from one another.   The Instructional Coaches will support Teacher-Led Collaborative Planning; The Principal and Assistant Principal will conduct frequent classroom walkthroughs to examine the appropriate delivery of Tier 1 instruction and intervene as required; both of the aforementioned action steps are implemented for all students which the goal of closing achievement gaps for all subgroups, including African American students.

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
Evidence of the revised collaborative planning step include coach logs, collaborative planning notes, lesson plans, and classroom walkthroughs weekly.   Additional evidence will include the alignment of the lesson taught to the lesson that was planned.

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
Classroom walkthroughs, impact reviews, weekly support of the collaborative planning sessions, and improved student data on the winter iready diagnostic will serve as monitoring methods for this implementation step.

Phase 2: Full Implementation

School Theme

Phase 2: Full Implementation

Data Findings
In addition to the data findings mentioned in the "Academic" section of Phase 1, classroom walk through observations, lesson plans, and our initial STEAM Day observations (October 26, 2021) indicate that our current trajectory will not meet the levels of our end-of-year goals and expectations.

Data Selection Rationale
Our School Theme is STEAM and the Community Partnership School (CPS) model. We selected data that would allow us to monitor our progression towards our STEAM goals, while enlisting support from our CPS partners to ensure our path and level of work around STEAM will meet the level of end-of-year expectations. We will utilize our CPS partners to plan events that support our STEAM theme and support progression towards our STEAM Plan and STEAM rubric goals.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
1) Increase the number of STEAM Days from quarterly to monthly . 2) Add student performances in December to showcase our school theme. 3) Attend planning meetings with Title I and Community Partnership School partners to plan student performances.

Person Responsible
Aretha.Vernette@indianriverschools.org

Expected Evidence
Student performances   Parent attendance   Planning meetings with Title I and Community Partnership support

Monitor
Aretha.Vernette@indianriverschools.org

Monitor Methods
Parent "sign in" rosters   Pictures of student performances

0101 Fellsmere Elementary School

Dual Language School
Ramon Echeverria , Principal
50 North Cypress Street
32948 FL Fellsmere
772-564-5970

Vision
As educators, we strive to create an environment that engages students in challenging curriculum, resulting in high levels of achievement.

School Mission
We exist to empower globally competent learners, while bridging cultures, languages and academics. Gallop for Success...Nothing Less!

SCHOOL NARRATIVE

Fellsmere Elementary is located in western Indian River County. We serve the community of Fellsmere, with dynamic support from local businesses and companies.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
10	Echeverria, Ramon	Principal Elementary School	Ramon.Echeverria@indianriverschools.org	Fellsmere Elementary School
10	Hulings, Sara	Teacher 1st Grade	Sara.Hulings@indianriverschools.org	Fellsmere Elementary School
10	Morales, Meaghan	Science Resource Teacher	Meaghan.Morales@indianriverschools.org	Fellsmere Elementary School
10	Alderton, Jennifer	Asst Principal Elementary	Jennifer.Alderton@indianriverschools.org	Fellsmere Elementary School
10	Essig, Paula	Math Coach	Paula.Essig@indianriverschools.org	Fellsmere Elementary School
10		Reading Coach	Meghan.Digiacomo@indianriverschools.org	Fellsmere Elementary School
10	Mowery, Jessica	Reading Coach, Elementary	Jessica.Mowery@indianriverschools.org	Fellsmere Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 10

School Code	0101	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	100.0
Grades Served	K-5	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	*
Economically Disadvantaged Students	52%
English Language Learners	51%
Hispanic Students	52%
Multiracial Students	*
Students with Disabilities	38%
White Students	52%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	49	0101
2018	C	53	0101
2019	C	52	0101

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
School Culture - "the assumptions, beliefs, expectations, values, and habits that constitute the norm for that school." After reviewing teacher survey data from 2020-21 school year, we have found a need for our leadership team to be more visible in classrooms. Therefore, by being more visible in the clasrooms, Fellsmere reinforces the school culture of high expectations, accountability, and collaboration.

Data Selection Rationale
In the comment section of teacher surveys, multiple staff members commented on the increase in leadership visibility, and the desire for even more. This spanned across campus from cafeteria to classrooms.

Implementation Steps

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
We will be spending more time this year on classroom walkthroughs and informal sweeps. We have developed a data collection sheet with all teachers listed, and we document all sweeps in this collection tool. This allows us to keep a better track of who we are seeing, and what we see informally across campus.

Person Responsible
Ramon.Echeverria@indianriverschools.org

Expected Evidence
We expect to see increase in satisfaction on the staff survey, with more visibility in the classrooms. We also know that with more visibility in the classrooms, we are more likely to see increases in academics and accountability.

Monitor
Ramon.Echeverria@indianriverschools.org

Monitor Methods
Administration will use the data collection tool to document the classroom walkthroughs, and the informal observations made at that time.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
From our 2021 FSA school data, we have determined a need for focus in the areas of reading achievement and math achievement.   2020-21 Reading achievement: 42% 2020-21 Reading BQ Learning Gains 55% 2020-21 Math achievement: 44% 2020-21 Math BQ Learning Gains 43%

Data Selection Rationale
Fellsmere Elementary is a low 300 school based on 2018-19 FSA data. The focus on ELA has yielded an improvement in learning gains, the same must happen for math.   This level of intentionality and focus on the curriculum and instructional delivery will be supported through collaborative planning.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Collaborative planning will occur twice weekly for all grade levels with coach and administrative support. Planning will include peer groups reviewing and planning for content area lessons paced appropriately based on the curriculum maps and student needs. Teachers will use the collaborative planning time to review data, gain additional knowledge around the content area, and add strategies to differentiate instruction based on student needs. Coaches will support and monitor the weekly collaborative planning sessions and keep a coaching log to support growth.

Person Responsible
Jennifer.Alderton@indianriverschools.org

Expected Evidence
We expect to see an increase in our proficiency in ELA and math to 50% or greater. We also expect to see an increase reading BQ learning gains, from 55% to 60% or greater and math BQ learning gains will increase from 43% to 50% or greater.   Administration will review coaching logs and debrief with coaches weekly.   100% of classroom walkthroughs will reflect the lessons that were planned for during collaborative planning and match the lesson plans developed by grade level content groups.

Monitor
Jennifer.Alderton@indianriverschools.org

Monitor Methods
Administration will monitor the success of the collaborative planning strategy in the following methods: Classroom walkthroughs weekly Collaborative planning notes from coaches log Improved student data from the first iready to the winter iready.

Phase 2: Full Implementation

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Data chats will be conducted for Tier 1/2/3 with all grade levels in November and December. Administration will schedule half day grade level data chats that will review every individual students' data, conduct root cause analysis, realign instructional groups, and assess the curriculm components necessary to support student academic success. Colloborative planning with coaches and administration will continue weekly, for all grade levels.

Person Responsible
Jennifer.Alderton@indianriverschools.org

Expected Evidence
We expect to see an increase in our proficiency in ELA and math to 50% or greater. We also expect to see an increase reading BQ learning gains, from 55% to 60% or greater and math BQ learning gains will increase from 43% to 50% or greater. Administration will review coaching logs and debrief with coaches weekly. 100% of classroom walkthroughs will reflect the lessons that were planned for during collaborative planning and match the lesson plans developed by grade level content groups.

Monitor
Jennifer.Alderton@indianriverschools.org

Monitor Methods
Administration will complete classroom walkthroughs weekly. Learning walks and co-teaching with classroom teachers will be led by instructional coaches as needed, in addition to coaching cycles as necessary.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Proficiency data from Dual Language classrooms: Math beginning of the year- overall placement 9/25 students at/above grade level (36%) Math end of the year-overall placement 32/36 students at/above grade level (89%) Reading beginning of the year- overall placement 10/25 students at/above grade level (40%) Reading end of the year-overall placement 32/36 students at/above grade level (89%)

Data Selection Rationale
We chose to look at this data to compare the effectiveness of the Dual Language instruction compared to traditional, english only classrooms.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
1. Maintain ongoing schedule for collaborative planning with grade level teams for Kindergarten and First Grade. 2. Maintain ongoing schedule for collaborative planning specific to the Dual Language (DL) grade level partners. 3. Maintain ongoing schedule for collaborative planning specific to the Dual Language team as a whole. 4. Attend professional development for Dual Language team with University of Central Florida professor, in October at FES. 5. Monitor for implementation of Dual Language strategies for instruction, classroom expectations and bridging activities, schoolwide. 6. Inquire with other Dual Language schools, regarding opportunities to visit/tour their campus. 7. Support teachers currently enrolled in UCF Master Certification in Dual Language Leadership (6 teachers enrolled this year).

Person Responsible

Expected Evidence
100% of our DL students will achieve typical annual growth, as measured by I-Ready diagnostics, and DIBELS testing. 100% of our DL students will also increase their proficiency in Spanish, as measured by IDEL (Spanish reading diagnostic).

Monitor
Jennifer.Alderton@indianriverschools.org

Monitor Methods
Data will be captured from I-Ready Diagnostic, DIBELS Assessments, and IDEL assessments by the classroom teacher. Classroom teachers will collect work samples in student porfolios for math and science (Spanish), and writing journals (English), from 100% of Dual Language Students in Kindergarten and First Grade. Coaches and Administrators will do weekly classroom observations, and attend weekly collaborative planning sessions.
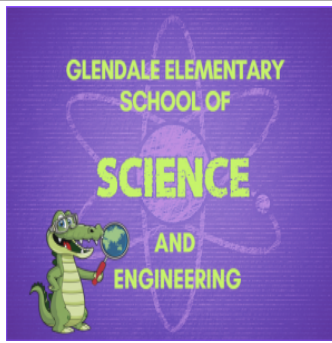
0201 Glendale Elementary School

School of STEAM and Engineering

Casandra Flores , Principal

4940 8th Street

32968 FL Vero Beach

772-978-8050

Vision
Strive to support a positive and engaging learning environment that fosters collaboration, critical thinking, and creativity. Our school family is committed to developing life-long learners who will become successful and reach their full potential.

School Mission
Be Responsible, Do Your Best and Always Remember to Help the Rest.   We will establish a learning partnership of home, school, and community to ensure personal and academic excellence. We will create an environment that will enable all of our students to fully develop their academic emotional and social potential.

SCHOOL NARRATIVE
Glendale exhibits a multi-faceted, student centered learning environment that promotes engagement, standards based instruction through a focus on Science and Engineering. Students experience opportunities to both explore inside and outside the classroom. Community involvement (Helping the Rest!) is embedded in the heart of Glendale Elementary' s School Mission. We strive to cultivate a safe and welcoming atmosphere where every child counts, and they can reach their full potential. We celebrate the success of students and staff daily making our

school a force. We love this place and know you will too! **What We Offer** Glendale University After-School Learning Center for Innovation Multi-cultural kid council Mardy Fish Art Club Chorus Safety Patrols TV Production Studio Community Partnerships with: The Environmental Learning Center Audubon Vero Beach Museum of Art Ocean Research and Conservation Association Harbor

Branch **Points of Pride** Five Star School PBIS Silver Model School March of Dimes Top Fundraiser Gator Express Diversity and Inclusion Award

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
17	Corey, Jennifer	Math Coach	Jennifer.Corey@indianriverschools.org	Glendale Elementary School
17	Koppelman, Rene	Reading Coach, Elementary	Rene.Koppelman@indianriverschools.org	Glendale Elementary School
17	Mccabe, Danielle	Reading Coach, Elementary	Danielle.Mccabe@indianriverschools.org	Glendale Elementary School
17	Flores, Casandra	Principal Elementary School	Casandra.Flores@indianriverschools.org	Glendale Elementary School
17	Gurklis, Emily	Interventionist	Emily.Gurklis@indianriverschools.org	Glendale Elementary School
17	Brown, Kenneth	Asst Principal Elementary	Kenneth.Brown@indianriverschools.org	Glendale Elementary School
17	Field, Micki	Elementary Guidance	Micki.Field@indianriverschools.org	Glendale

Plan Id	Name	Position	Email	School Name
		Counselor		Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 17

School Code	**0201**	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	54.6
Grades Served	K-5	**Every Student Succeeds Act (ESSA) Status**	

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	51%
Economically Disadvantaged Students	57%
English Language Learners	60%
Hispanic Students	51%
Multiracial Students	69%
Students with Disabilities	48%
White Students	60%
Asian Students	*

Needs Assessment Summary

There are no ESSA subgroups falling below 41%.

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	B	55	0201
2018	C	51	0201
2019	B	57	0201

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Based on the teacher and staff surveys from last school year and beginning of year feedback this year, we will focus on clear processes for tier 1 SEL instruction, tiered behavior supports and systems to decrease the amount of discipline referrals. On the staff climate survey the area "The school has consistent and fair behavior expectations for students" scored the lowest with a 3.67. This was the lowest area on the staff survey.

Data Selection Rationale

Teachers need a tier 1 SEL plan through Sanford Harmony to provide consistent student instruction and supports. Teachers need to understand and use the process for tier 2 and tier 3 supports to follow MTSS guidelines. By doing both of these things and utlizing our PBIS supports we will see a decrease in the number of student referrals and decrease teacher frustrations, therefore increasing scores in this area on the climate survey.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Administration will present a professional development session on the MTSS process for behavior and PBIS practices. This will include: PBIS expectations, tracking, recognitions and "gator tracks" system Tier 1 expectations - Use of Sanford Harmony consistently school wide Behavior flow charts - classroom vs. office managed Documentation of behavior interventions (tools and strategies) Discipline / PBIS committee roles and purpose How to bring students to MTSS core team for behavior Procedure for getting help when a student needs to be removed from class.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Presentation from professional development session. Sanford Harmony schedule noted in classroom schedules, sanford harmony plans included in lesson plans. Sanford Harmony instruction will be observed in classrooms. (Will be monitored during walk throughs, with the expectation that at least 80% of all classrooms will be using it weekly) Use of behavior intervention forms by teachers. (CIR, Intervention tracker) Monthly meetings with the PBIS/Discipline committee.

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Monitor lesson plans for Sanford Harmony instruction Classroom walkthroughs will show Sanford Harmony instruction occuring weekly in a minumum of 80% of classrooms. Referrals, removals from classrooms and CIR's will decrease over the first 2 nine weeks period.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Counselor will provide weekly tips for Sanford Harmony use and reminders of the monthly Sanford Harmony Theme. Counselor will provide supports for Sanford Harmony Instruction, assist with planning as needed.

Person Responsible
Micki.Field@indianriverschools.org

Expected Evidence
Weekly email with tips and hints on how to use Sanford Harmony lessons with students to support the monthly theme and encourage positive behaviors.

Monitor
Micki.Field@indianriverschools.org

Monitor Methods
Monitor weekly emails. Look for use by teachers in classrooms.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

According to 2021 FSA data we see an area of need for our ELA and Math performance in our AA subgroup to increase in proficiency. This subgroup was at 27% proficient in ELA compared to 63% proficient in our W subgroup. In math our AA subgroup was at 36% proficient compared to 54%proficient in our W subgroup.

Data Selection Rationale

In order to close the achievement gap in the performance of our AA subgroup we need to focus on strategies to increase proficiency in both math and ELA for this group.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Grade groups will plan collaboratively with a structured planning process weekly. They will focus on the performance of our AA subgroup compared to all other subgroups, ensuring that background knowledge has been addressed, engagement strategies are used and monitoring for understanding is taking place.

Person Responsible
Rene.Koppelman@indianriverschools.org

Expected Evidence
Collaborative planning notes   Lesson plans submitted   Background knowledge building activities   Monitoring strategies are highlighted in plans   Engagement strategies are highlighted in plans

Monitor
Rene.Koppelman@indianriverschools.org

Monitor Methods
Review agenda notes   Review meeting notes   Review lesson plans   Look for identified focus strategies for monitoring and engagement   Monitor that subgroup performance data is included in planning notes/review at least monthly.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Teachers will recieve PD on the new BEST standards and how to implement them in ELA.

Person Responsible
Rene.Koppelman@indianriverschools.org

Expected Evidence
BEST standards will be understood by teachers and planned for in instruction. Evidence of BEST standards in lesson plans and from collaborative planning notes. ELA performance will increase.

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Monitor lesson plans weekly.   Monitor collaborative planning sessions.   Monitor feedback from PD sessions on the BEST standards.   Monitor instruction during class walkthroughs.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Last year's FSSA scores showed 61% proficient in science and 55% proficient in reading. We will continue to push proficiency in both areas forward with our school choice program by focusing on science through environmental studies and increasing practice with informational text.

Data Selection Rationale
By integrating a focus around environmental science teachers will strengthen science skills and reading skills through exposure to informational text, building background knowledge and creating hands-on experiences.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Develop STEAM team, include at least one representative from each grade level. Meet monthly to plan the path and focus of our Choice Program and how we will incorporate Environmental Science into our instruction across all grade levels.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Meeting notes, agendas and sign in sheets from STEAM committee meetings.   Action steps team wants to follow will be documented monthly.

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Check lists to show action steps that have been completed. Notes from monthly meetings.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step

Incorporate STEAM planning into collaborative planning meetings at all grade levels.   Schedule quarterly collaborative planning sessions that will include PD on how to incorporate Environmental Science into instruction across content areas and grade levels.

Person Responsible

Jennifer.Corey@indianriverschools.org

Expected Evidence

Notes from collaborative planning. Teacher lesson plans. PD agendas and notes.

Monitor

Jennifer.Corey@indianriverschools.org

Monitor Methods

Check lesson plans for the incorporation of STEAM approaches, focusing on environmental science.   Check notes from collaborative planning sessions.   Classroom walkthroughs to see incorporation of environmental science into instruction.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
Currently we have 11 discipline referrals which is consistent with last year.   Based on the teacher and staff surveys from last school year and beginning of year feedback this year, we will focus on clear processes for tier 1 SEL instruction, tiered behavior supports and systems to decrease the amount of discipline referrals. On the staff climate survey the area "The school has consistent and fair behavior expectations for students" scored the lowest with a 3.67. This was the lowest area on the staff survey.

Data Selection Rationale
We anticipate a decrease from last year by 5% as we continue to provide professional development to teachers and increase positive intervention supports.   Teachers need a tier 1 SEL plan through Sanford Harmony to provide consistent student instruction and supports. Teachers need to understand and use the process for tier 2 and tier 3 supports to follow MTSS guidelines. By doing both of these things and utlizing our PBIS supports we will see a decrease in the number of student referrals and decrease teacher frustrations, therefore increasing scores in this area on the climate survey.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Provide professional development on Tier 1 strategies through Sanford Harmony and CHAMPS to all teachers to ensure clear expectations and methods of tier 1 behavior supports.

Person Responsible
Kenneth.Brown@indianriverschools.org

Expected Evidence
Classroom trend data will show Sanford Harmony being used in 90% of classrooms with fidelity. We will monitor for meet ups groups and Sanford Harmony lessons to be presented in the classrooms by teachers.

Monitor
Kenneth.Brown@indianriverschools.org

Monitor Methods
Classroom trend walk data and notes.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Individual positive behavior incentives and systems will be developed to use in classrooms along with our school wide group system of gator tracks. Teachers will begin to develop systems for rewarding individual students for positive behavior choices and the school PBIS team will develop school wide incentives that students can participate in if they earn enough individual tracks.

Person Responsible
Kenneth.Brown@indianriverschools.org

Expected Evidence
Individual incentive programs will be created. (Individual gator tracks/bucs/points system)   Students will earn and use gator points to participate in chosen activities.

Monitor
Kenneth.Brown@indianriverschools.org

Monitor Methods
Each grade level will turn in their individual track system.   School wide incentives will be determined.   75% of students will participate in school wide incentive options.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
According to 2021 FSA data we see an area of need for our ELA and Math performance in our AA subgroup to increase in proficiency. This subgroup was at 27% proficient in ELA compared to 63% proficient in our W subgroup.   In math our AA subgroup was at 36% proficient compared to 54%proficient in our W subgroup.

Data Selection Rationale
In order to close the achievement gap in the performance of our AA subgroup we need to focus on strategies to increase proficiency in both math and ELA for this group.

Implementation Steps

Phase 2: Full Implementation

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Continue with this goal - grade groups will plan collaboratively with a structured planning process weekly. They will focus on the performance of our AA subgroup compared to all other subgroups, ensuring that background knowledge has been addressed, engagement strategies are used and monitoring for understanding is taking place.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Collaborative planning notes, agendas   Lesson plans submitted   Background knowledge building activities observed in classrooms when starting new units of instruction.   Monitoring strategies are highlighted in plans in 90% of classrooms   Engagement strategies are highlighted in plans in 90% of classrooms

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Attend collaborative planning sessions Review agenda notes Review meeting notes Review lesson plans   Look for identified focus strategies for monitoring and engagement during classroom walkthroughs and observations, report out findings in trend data reports to teachers at least monthly.   Monitor that subgroup performance data is included in planning notes/review at least monthly. Teachers will submit unit assessment analysis sheets to track all student performance and identified subgroup performance.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Last year's FSSA scores showed 61% proficient in science and 55% proficient in reading. We will continue to push proficiency in both areas forward with our school choice program by focusing on science through environmental studies and increasing practice with informational text.

Data Selection Rationale
By integrating a focus around environmental science teachers will strengthen science skills and reading skills through exposure to informational text, building background knowledge and creating hands-on experiences.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Continuing with - Incorporate STEAM planning into collaborative planning meetings at all grade levels.   Schedule quarterly collaborative planning sessions that will include PD on how to incorporate Environmental Science into instruction across content areas and grade levels.   Still working with groups on the integration of Environmental sciences into their units of instruction. This area needs to take on more of a focus now that teachers are more used to the new curriculum.   Going to provide professional development on what a "unit of instruction" with environmental science included can look like. Wil set up a planning session for each grade group to walk through the process and plan for one quarter of their curriculum.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Notes from collaborative planning. Teacher lesson plans with environmental science noted where it is integrated. PD agendas and notes. Observations of environmental science concepts/units being conducted in at least 60% of classrooms across campus in the 2nd and 3rd nine weeks. Goal will be to increase over time.   Trend data will begin to be noted and reported (looking for evidence of environmental science concepts included in instruction) to teachers at least monthly along with our regular trend data.   Goal is to increase the percent of classes where this is evident each month

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Check lesson plans for the incorporation of STEAM approaches, focusing on environmental science. This should be evident in 60% of classroom plans.   Check notes from collaborative planning sessions. Look for evidence of discussion of environmental science topics and how they will be covered in instruction.   Classroom walkthroughs to see incorporation of environmental science into instruction, should show evidence in our trend data in 60% of classrooms with an increase in implementation from month to month.

0081 Gifford Middle School

A STEAM School of Marine Science and Robotics

Tosha Jones , Principal

4530 28th Court

32967 FL Vero Beach

772-564-3550

Vision
Gifford Middle School will improve student achievement by providing rigor, relevance, and relationships to prepare our students for college and careers.

School Mission
Students at Gifford Middle School will know that they are valued and cared about so they may learn in a supportive environment and succeed as 21st Century learners.

SCHOOL NARRATIVE
A historical educational landmark, Gifford Middle School is a Title I STEAM with a focus on Marine and Robotics. Our diverse campus prides itself on academics, arts, athletics, and community engagement. In a collaborative effort, the staff at Gifford Middle School ensures each and every 'dolphin' is actively engaged in rigorous and relevant learning environments across all curriculums. What can't we hide? Our 'DOLPHIN PRIDE'.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
9	Jones, Tosha	Principal Middle School	TOSHA.Jones@indianriverschools.org	Gifford Middle School
9	Szpaichler, Jeremy	Asst Principal Middle School	Jeremy.Szpaichler@indianriverschools.org	Gifford Middle School
9	Blidgen, Tisa	Asst Principal Middle School	Tisa.Blidgen@indianriverschools.org	Gifford Middle School
9	Connor, Charmin	School Counselor and 7th Grade Team Leader	Charmin.Connor@indianriverschools.org	Gifford Middle School
9	Peterson, Connie	School Counselor and 8th Grade Team Leader	Connie.Peterson@indianriverschools.org	Gifford Middle School
9	Verne-Saint-Louis, Saphir	School Counselor and 6th Grade Team Leader	Saphir.Verne-Saint-Louis@indianriverschools.org	Gifford Middle School
9	Ridlen, Susan	Literacy Coach and Reading Dept Chair	Susan.Ridlen@indianriverschools.org	Gifford Middle School
9	Schwenger, John	Mathematics Coach and Math Dept Chair	John.Schwenger@indianriverschools.org	Gifford Middle School
9	Browning, Carlean	Science Department Chair	Carlean.Browning@indianriverschools.org	Gifford Middle School

School Improvement Plan

Plan Id	Name	Position	Email	School Name
9	Hand, Sherrilynn	ELA Department Chair	Sherrilynn.Hand@indianriverschools.org	Gifford Middle School
9	Tomlinson, Paul	Social Studies Department Chair	Paul.Tomlinson@indianriverschools.org	Gifford Middle School

SCHOOL DEMOGRAPHICS

SIP Plan Id 9

School Code	0081	**Title I School**	Y
School Type	Middle	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	60.3
Grades Served	6-8	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	37%
Economically Disadvantaged Students	42%
English Language Learners	45%
Hispanic Students	53%
Multiracial Students	57%
Students with Disabilities	33%
White Students	65%
Asian Students	*

Needs Assessment Summary

<u>FSA/EOC Data Analysis:</u> The school grade components recorded as the lowest performing for the 20-21 school year are Math Achievement (46%), ELA Achievement (45%), and Science Achievement (48%). Math Achievement fell 8% from 54% in 18-19 to 46% in 20-21. Black/AA (ESSA) Math Achievement declined from 30% in 18-19 to 20% in 20-21. SWD (ESSA) Math Achievement declined from 27% in 18-19 to 19% in 20-21. ELA Achievement fell 7% from 52% in 18-19 to 45% in 20-21. Black/AA (ESSA) ELA Achievement declined from 28% in 18-19 to 23% in 20-21. SWD (ESSA) ELA Achievement declined from 21% in 18-19 to 13% in 20-21. GMS's Science Achievment fell 4 % from 48% in 18-19 to 44% in 20-21. Black/AA (ESSA) Science Achievement increased from 15% in 18-19 to 23% in 20-21. SWD (ESSA) Science Achievement declined from 28% in 18-19 to 18% in 20-21. LQ data indicated a decrease for the learning gains components in 20-21 school year: Math LQLG (35%), ELA LQLG (31%). GMS's Math LQLG fell 1% from 36% in 18-19 to 35% in 20-21. 18% of 6th Grade LQ students achieved a learning gain. 47% of 7th Grade LQ students achieved a learning gain. 36% of 8th Grade LQ students achieved a learning gain. GMS's ELA LQLG fell 4 % from 35% in 18-19 to 31% in 20-21. 22% of 6th Grade LQ students achieved a learning gain. 20% of 7th Grade LQ students achieved a learning gain. 47% of 8th Grade LQ students achieved a learning gain. <u>Reporting Category Breakdown:</u> 6th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (41%) was the lowest performing reporting category. 7th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (46%) was the lowest performing reporting category. 8th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (43%) was the lowest performing reporting category. 6th Grade Math FSA Reporting Category Results indicated Geometry (32%) was the lowest performing reporting category. 7th Grade Math FSA Reporting Category Results indicated Expressions and Equation(26%) was the lowest performing reporting category. 8th Grade Math FSA Reporting Category Results indicated Functions (23%) was the lowest performing reporting category. Algebra EOC/FSA Reporting Category Results indicated Statistics and Number Systems (36%) was the lowest performing reporting category. Geometry EOC/FSA Reporting Category Results indicated Modeling (55%) was the lowest performing reporting category. Science NGSSS EOC Reporting Category Results indicated Physical Science (59%) was the lowest performing reporting category. <u>Staff Needs Assessment Survey Analysis:</u> The following analysis was taken from the results of a Needs Assessment Survey given to staff members at the end of the 2020-2021 school year. There were 29 (40.3%) staff members completed the survey.   Staff indentified a need for professional development to support data analysis with a focus on using unit assessments to guide classroom instruction, analysis of student work to determine instructional needs, and combining assessment data to identify strengths and weaknesses of individual students. as most needed by staff with respect to using data to plan instruction. Results from the Needs Assessment identified a need for professional development opportunities

School Improvement Plan

targeted at supporting all students in the classroom focused on Social-Emotional Learning (34.6%), STEAM (34.6%), Classroom Management (28%), and Higher Order Thinking Questions (26.1%).   Staff identified a need to support literacy insturction through professional development opportunities focused on Reading Across Content Areas (58.3%), Creating Learning Targets/Goals/Scales (50%), and Standard-Based Instruction (45.8%).   **Difference in Achievement Across Instructional Models:**

	ELA FSA			MATH FSA / ALG / GEO			SCIENCE			CIVICS		
	TRAD	VIR/ TRAN	MIX	TRAD	VIR/ TRAN	MIX	TRAD	VIR/ TRAN	MIX	TRAD	VIR/ TRAN	MIX
ACHIEVEMENT	52%	50%	33%	56%	40%	34%	50%	40%	37%	77%	40%	57%
LEARNING GAINS	49%	44%	40%	50%	20%	35%	NA	NA	NA	NA	NA	NA
LQLG	31%	38%	30%	43%	29%	27%	NA	NA	NA	NA	NA	NA

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	52	0081
2018	B	61	0081
2019	B	54	0081

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Black/AA (ESSA) ELA Achievement declined from 28% in 18-19 to 23% in 20-21. SWD (ESSA) ELA Achievement declined from 21% in 18-19 to 13% in 20-21. Black/AA (ESSA) Science Achievement increased from 15% in 18-19 to 23% in 20-21. SWD (ESSA) Science Achievement declined from 28% in 18-19 to 18% in 20-21. LQ data indicated a decrease for the learning gains components in 20-21 school year: Math LQLG (35%), ELA LQLG (31%). GMS's Math LQLG fell 1% from 36% in 18-19 to 35% in 20-21. 18% of 6th Grade LQ students achieved a learning gain. 47% of 7th Grade LQ students achieved a learning gain. 36% of 8th Grade LQ students achieved a learning gain. GMS's ELA LQLG fell 4 % from 35% in 18-19 to 31% in 20-21. 22% of 6th Grade LQ students achieved a learning gain. 20% of 7th Grade LQ students achieved a learning gain. 47% of 8th Grade LQ students achieved a learning gain.

Data Selection Rationale

Staff survey findings indicated a need for additional PD opportunities around data analysis, unit assessments, and social emotional support will be met during collaboartive planning times through monitoring and feedback strategies on a weekly basis.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Support and guide classroom teachers and students using the master schedule resource guide to ensure students have equitable access to opportunities across the all curriculums, instructional frameworks, and learning environments.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Student survey results   Teacher survey results   Parent survey results   Ensure all teachers are using Standard-Based lessons built from the SDIRC approved curriculum.

Monitor
TOSHA.Jones@indianriverschools.org

Monitor Methods
Survey Results   Lesson Plans   Classroom Walk-throughs   District Impact Reviews

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
The GMS African-American Student Council initiative will provide GMS students opportunities to identify, create, and/or participate in school/ community improvement projects. Members of the GMS African-American Student Council will gather and monitor feedback to profoundly positively impact support for Gifford Middle School and the Vero Beach/Gifford communities.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Student participation in GMS African-American Student Council   School/Community improvement projects.   Community efforts in supporting school iniatives.

Monitor
TOSHA.Jones@indianriverschools.org

Monitor Methods
Monitor guidance counselors in recruiting and documenting student/community participation, project progress, and impact.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Gifford Middle School will identify, attract, and retain a diverse faculty that aligns with the demographic of our student population. Research has shown that having a teacher of the same race/ethnicity can have positive impacts on a student's attitudes, motivation, and achievement (Egalite & Kisida, 2018). Minority teachers may have more positive expectations for minority students' achievement than nonminority teachers (Gershenson, Holt, & Papageorge, 2016).

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Student:Staff ratio that is aligned to demographic of student population.

Monitor
TOSHA.Jones@indianriverschools.org

Monitor Methods
Teacher recruitment   Teacher retention

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Gifford Middle school will utilize the role of a Success Coach and ASPIRE teacher to support all students academically and behaviorally supporting safe and secure school environments that are conducive to learning. The Success Coach and ASPIRE teacher will identify students requiring behavioral/ academic interventions, assist with SEL, provide social skill instruction, student mentorship, implement and monitor PBIS, and provide training on effective equitable classroom management models and behavioral modification strategies.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Decrease in ODR's   Increase of student behavioral and academic support across all tiers.   PBIS implementation of Dolphin Dollars, rewards, and celebrations.   SEL school-wide supports

Monitor
Tisa.Blidgen@indianriverschools.org

Monitor Methods
Monitor PBIS school meeting attendance   Monitor student use of Dolphin Dollars and PBIS incentives   Monitor fidelity of behavioral Tier 1 and Tier 2 interventions.   Monitor Mental Health and SEL initiatives   Monitor behavioral data monthly

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Crossover Mission, Inc., a non-profit organization whose purpose is to support and redirect at-risk youth through after school programs run by dedicated coaches and mentors, will provide after-school academic tutoring and mentorship for Gifford Middle School students. The program uses basketball as a tool to attract and motivate student athletes, academic support to monitor and promote achievement and one-to-one mentors to provide local and world exposure to young minds. In that pursuit, the secondary purpose of Crossover Mission, Inc. is to build a bridge of friendship and understanding between cultures, starting at a young age, which will help to erode the walls of separation which continue to divide our society. The Crossover program consists of three important and equal components: athletics, academics, and mentoring/exposure. We work with student/players each week, year-round, training them in basketball fundamentals and fitness, supporting their academics with focus on schoolwork, mathematics, literacy, and writing.

Person Responsible
Jeremy.Szpaichler@indianriverschools.org

Expected Evidence
Support School Counselor 20-21 Goals by facilitiating after-school course recovery.   Increase in student attendance to course recovery.   Increase in student completion of course recovry.   Decrease student retention rates.

Monitor
Connie.Peterson@indianriverschools.org

Monitor Methods
Attendance   Monitor Course Recovery Progress

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Staff from Tykes   and Teens will work collaboratively daily assisting SWD's across classrooms. They will work closely with teachers provide support for implementation of trauma informed instructional practices, culturally responsive teaching, and social/emotional climate to impact classroom instruction and provide equitable school management strategies to improve achievement and behavioral goals for all students.

Person Responsible
Tisa.Blidgen@indianriverschools.org

Expected Evidence
Increase in academic achievement   Increase in attendance   Decrease in behavioral data   Equitable Lesson Plans

Monitor
Tisa.Blidgen@indianriverschools.org

Monitor Methods
Classroom Walkthroughs   Impact Reviews   Data Com   GMS Student Success Data Chats   Collaborative Planning Monitoring

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
FSA/EOC Data Analysis: The school grade components recorded as the lowest performing for the 20-21 school year are Math Achievement (46%), ELA Achievement (45%), and Science Achievement (48%). Math Achievement fell 8% from 54% in 18-19 to 46% in 20-21. Black/AA (ESSA) Math Achievement declined from 30% in 18-19 to 20% in 20-21. SWD (ESSA) Math Achievement declined from 27% in 18-19 to 19% in 20-21. ELA Achievement fell 7% from 52% in 18-19 to 45% in 20-21. Black/AA (ESSA) ELA Achievement declined from 28% in

18-19 to 23% in 20-21. SWD (ESSA) ELA Achievement declined from 21% in 18-19 to 13% in 20-21.   GMS's Science Achievment fell 4 % from 48% in 18-19 to 44% in 20-21.   Black/AA (ESSA) Science Achievement increased from 15% in 18-19 to 23% in 20-21. SWD (ESSA) Science Achievement declined from 28% in 18-19 to 18% in 20-21. LQ data indicated a decrease for the learning gains components in 20-21 school year: Math LQLG (35%), ELA LQLG (31%). GMS's Math LQLG fell 1% from 36% in 18-19 to 35% in 20-21. 18% of 6th Grade LQ students achieved a learning gain. 47% of 7th Grade LQ students achieved a learning gain. 36% of 8th Grade LQ students achieved a learning gain. GMS's ELA LQLG fell 4 % from 35% in 18-19 to 31% in 20-21. 22% of 6th Grade LQ students achieved a learning gain. 20% of 7th Grade LQ students achieved a learning gain. 47% of 8th Grade LQ students achieved a learning gain. Reporting Category Breakdown: 6th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (41%) was the lowest performing reporting category. 7th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (46%) was the lowest performing reporting category. 8th Grade ELA FSA Reporting Category Results indicated Integration of Knowledge and Ideas (43%) was the lowest performing reporting category. 6th Grade Math FSA Reporting Category Results indicated Geometry (32%) was the lowest performing reporting category. 7th Grade Math FSA Reporting Category Results indicated Expressions and Equation(26%) was the lowest performing reporting category. 8th Grade Math FSA Reporting Category Results indicated Functions (23%) was the lowest performing reporting category. Algebra EOC/FSA Reporting Category Results indicated Statistics and Number Systems (36%) was the lowest performing reporting category. Geometry EOC/FSA Reporting Category Results indicated Modeling (55%) was the lowest performing reporting category. Science NGSSS EOC Reporting Category Results indicated Physical Science (59%) was the lowest performing reporting category.

Data Selection Rationale

The rationale is to improve academic success through the collaborative planning process. This will allow strategic support of teachers and systematic structures in place.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Create and implement an effective and productive structure for academic collaborative planning in which teachers deepen their knowledge and strengthen their capacity to create and deliver standards-based instruction, following the principles of backwards design, that aligns to academic standards, FSA/EOC Assessment Blueprints, DOK, and Test Item Specifications.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Scheduled role-alike collaborative meeting dates/times built in master schedule.   Scheduled personal planning dates/times built in master schedule.   Teacher evidence of following GMS Collaborative Planning Expectations and documentation.   Role-Alike Alignment in instructional pacing.   Creation of School-Based Documents to assist in driving collaboration efforts.

Monitor
Jeremy.Szpaichler@indianriverschools.org

Monitor Methods
Monitor date/times/attendance of scheduled role-alike collaboration.   Monitoring the effectiveness of implementation and fidelity of use of GMS Collaborative Planning Documents for role-alike teams.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Increase capacity for role-alike curricular teams to collect, analyze, and disaggregate district unit common assessment data to drive instruction and plan for interventions that targeted unmastered standards and student sub-group misconceptions. Role-Alike teams will collaboratively work through the GMS Problem-Solving Worksheet at the conclusion of each unit assessment to identify targeted standards for intervention and plan for the remediation of student sub-group misconceptions.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Completion of GMS Problem-Solving Worksheet after each unit assessment.   Data-driven instruction and intervention.   Data Chats   ESSA Sub-Group and Lower-Quartile Data Monitoring

Monitor
Jeremy.Szpaichler@indianriverschools.org

Monitor Methods
Monitor completion and fidelty of use of GMS Problem-Solving Worksheet after each unit assessment.   Collaborate with department chairs on implementation of role-alike intiatives to positively impact standard data.   Attend role-alike collaborative planning/data chat meetings.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Implement the evidence-based intervention of instructional coaching for classroom teachers - allowing for the modeling of ethical decision-making skills surrounding equitable considerations and data to impact teaching and learning leading to an increase in student achievement.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Classroom Instructional coaching   Collaboration Documentation   Increase in effective instructional practices of classroom teachers   Coaching Cycles

Monitor
Jeremy.Szpaichler@indianriverschools.org

Monitor Methods
The   Reading   and   Mathematics   Instructional   Coach   will   meet   weekly   with   administration   to   discuss achievement data, walkthrough data, the collaborative planning process, coaches agenda, targeted school initiatives, and instructional concerns.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Results from the Needs Assessment identifed a need for professional development opportunities targeted at supporting all students in the classroom focused on Social-Emotional Learning (34.6%), STEAM (34.6%), Classroom Management (28%), and Higher Order Thinking Questions (26.1%). Staff identifed a need to support literacy insturction through professional development opportunities focused on Reading Across Content Areas (58.3%), Creating Learning Targets/Goals/Scales (50%), and Standard-Based Instruction (45.8%).

Data Selection Rationale
Staff is requesting additional support and PD for STEAM education.

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Offer STEAM discovery courses within the master schedule for students in the 2021-2022 school year.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
STEAM elective courses will be available for enrollment by all students in the 2021-2022 school year that will focus on Marine Science and Robotics.

Monitor
Tisa.Blidgen@indianriverschools.org

Monitor Methods
Mrs. Blidgen will monitor the creation of courses in FOCUS and student enrollment in the courses. Curriculums, lesson plans, and course works will be monitored to ensure proper implementation.

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Provide school-based professional development to increase teacher capacity to plan for and implement standard-based instruction, aligned to STEAM initiatives, that is intentionally designed to scaffold pedagogical strategies ensuring all students are authentically engaged through equitable rigorous learning experiences leading to increased student achievement and autonomy.

Person Responsible
Tisa.Blidgen@indianriverschools.org

Expected Evidence
Professional Development Materials   Attendee Sign-In Sheets

Monitor
Tisa.Blidgen@indianriverschools.org

Monitor Methods
Cross-Curricular Lesson Plans aligned to STEAM topics.   Classroom Walk-Throughs

---

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
Research has found that low-income middle school students who regularly attended quality after-school programs demonstrated a 12-percentile increase in standardized math test scores relative to their peers who did not attend (Mahoney & Cairns, 1997). Lagoon Guardians is an after-school/weekend educational program aimed to empower and engage students in scientific research, citizen science, and scientific literacy - allowing students the opportunity to participate in practical and realistic research experiences surrounding the Indian River Lagoon. The Youth Sailing Foundation of Indian River County Squadron Program teaches students to sail while enjoying the beautiful Indian River Lagoon. The program is taught by professional sailing instructors and utilizes elements of the US Sailing STEM Education Initiative curriculum. The Ocean American and Conservation Association provides opportunities for students to work side-by-side with ORCA scientists in the field and labs to conduct real world science.

Person Responsible
TOSHA.Jones@indianriverschools.org

Expected Evidence
Student participation in STEAM related extended-day learning opportunities.

Monitor
Tisa.Blidgen@indianriverschools.org

Monitor Methods
Lead communicator with outside agencies.   Student participation reports.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings

Currently we have 11 discipline referrals which is consistent with last year.   Based on the teacher and staff surveys from last school year and beginning of year feedback this year, we will focus on clear processes for tier 1 SEL instruction, tiered behavior supports and systems to decrease the amount of discipline referrals. On the staff climate survey the area "The school has consistent and fair behavior expectations for students" scored the lowest with a 3.67. This was the lowest area on the staff survey.

Data Selection Rationale

We anticipate a decrease from last year by 5% as we continue to provide professional development to teachers and increase positive intervention supports.   Teachers need a tier 1 SEL plan through Sanford Harmony to provide consistent student instruction and supports. Teachers need to understand and use the process for tier 2 and tier 3 supports to follow MTSS guidelines. By doing both of these things and utlizing our PBIS supports we will see a decrease in the number of student referrals and decrease teacher frustrations, therefore increasing scores in this area on the climate survey.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Provide professional development on Tier 1 strategies through Sanford Harmony and CHAMPS to all teachers to ensure clear expectations and methods of tier 1 behavior supports.

Person Responsible
Kenneth.Brown@indianriverschools.org

Expected Evidence
Classroom trend data will show Sanford Harmony being used in 90% of classrooms with fidelity. We will monitor for meet ups groups and Sanford Harmony lessons to be presented in the classrooms by teachers.

Monitor
Kenneth.Brown@indianriverschools.org

Monitor Methods
Classroom trend walk data and notes.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Individual positive behavior incentives and systems will be developed to use in classrooms along with our school wide group system of gator tracks. Teachers will begin to develop systems for rewarding individual students for positive behavior choices and the school PBIS team will develop school wide incentives that students can participate in if they earn enough individual tracks.

Person Responsible
Kenneth.Brown@indianriverschools.org

Expected Evidence
Individual incentive programs will be created. (Individual gator tracks/bucs/points system)   Students will earn and use gator points to participate in chosen activities.

Monitor
Kenneth.Brown@indianriverschools.org

Monitor Methods
Each grade level will turn in their individual track system.   School wide incentives will be determined.   75% of students will participate in school wide incentive options.

Data & Systems Review Organizer

Academics
Phase 2: Full Implementation

Data Findings

According to 2021 FSA data we see an area of need for our ELA and Math performance in our AA subgroup to increase in proficiency. This subgroup was at 27% proficient in ELA compared to 63% proficient in our W subgroup.   In math our AA subgroup was at 36% proficient compared to 54%proficient in our W subgroup.

Data Selection Rationale

In order to close the achievement gap in the performance of our AA subgroup we need to focus on strategies to increase proficiency in both math and ELA for this group.

Implementation Steps

Phase 2: Full Implementation

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Continue with this goal - grade groups will plan collaboratively with a structured planning process weekly. They will focus on the performance of our AA subgroup compared to all other subgroups, ensuring that background knowledge has been addressed, engagement strategies are used and monitoring for understanding is taking place.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Collaborative planning notes, agendas   Lesson plans submitted   Background knowledge building activities observed in classrooms when starting new units of instruction.   Monitoring strategies are highlighted in plans in 90% of classrooms   Engagement strategies are highlighted in plans in 90% of classrooms

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Attend collaborative planning sessions Review agenda notes Review meeting notes Review lesson plans   Look for identified focus strategies for monitoring and engagement during classroom walkthroughs and observations, report out findings in trend data reports to teachers at least monthly.   Monitor that subgroup performance data is included in planning notes/review at least monthly. Teachers will submit unit assessment analysis sheets to track all student performance and identified subgroup performance.

Data & Systems Review Organizer

School Theme
Phase 2: Full Implementation

Data Findings
Last year's FSSA scores showed 61% proficient in science and 55% proficient in reading. We will continue to push proficiency in both areas forward with our school choice program by focusing on science through environmental studies and increasing practice with informational text.

Data Selection Rationale
By integrating a focus around environmental science teachers will strengthen science skills and reading skills through exposure to informational text, building background knowledge and creating hands-on experiences.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Continuing with - Incorporate STEAM planning into collaborative planning meetings at all grade levels.   Schedule quarterly collaborative planning sessions that will include PD on how to incorporate Environmental Science into instruction across content areas and grade levels.   Still working with groups on the integration of Environmental sciences into their units of instruction. This area needs to take on more of a focus now that teachers are more used to the new curriculum.   Going to provide professional development on what a "unit of instruction" with environmental science included can look like. Wil set up a planning session for each grade group to walk through the process and plan for one quarter of their curriculum.

Person Responsible
Casandra.Flores@indianriverschools.org

Expected Evidence
Notes from collaborative planning. Teacher lesson plans with environmental science noted where it is integrated. PD agendas and notes. Observations of environmental science concepts/units being conducted in at least 60% of classrooms across campus in the 2nd and 3rd nine weeks. Goal will be to increase over time.   Trend data will begin to be noted and reported (looking for evidence of environmental science concepts included in instruction) to teachers at least monthly along with our regular trend data.   Goal is to increase the percent of classes where this is evident each month

Monitor
Casandra.Flores@indianriverschools.org

Monitor Methods
Check lesson plans for the incorporation of STEAM approaches, focusing on environmental science. This should be evident in 60% of classroom plans.   Check notes from collaborative planning sessions. Look for evidence of discussion of environmental science topics and how they will be covered in instruction.   Classroom walkthroughs to see incorporation of environmental science into instruction, should show evidence in our trend data in 60% of classrooms with an increase in implementation from month to month.

0221 Indian River Academy

School of Aerospace & Robotic

Kelly Good , Principal

500 20th Street SW

32962 FL Vero Beach

772-564-3390

Vision
To create a caring community of students, parents, and school staff working together to ensure all students are career and college ready.

School Mission
To inspire and educate all students to become tomorrow's leaders.

SCHOOL NARRATIVE
We are a school of innovation where our scholars strive for academic excellence. Students are inspired to excel in all academic areas with an emphasis on aerospace and robotics. Through community partnerships, our scholars have ample opportunities to apply what they learn through real-world experiences.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
18	Good, Kelly	Principal Elementary School	Kelly.Good@indianriverschools.org	Indian River Academy
18	Laverack, Danya	Elementary Guidance Counselor	danya.laverack@indianriverschools.org	Indian River Academy
18	Norwood, Jayde	Asst Principal Elementary	Jayde.Norwood@indianriverschools.org	Indian River Academy
18	Ragley, Elaine	Math Coach	Elaine.Ragley@indianriverschools.org	Indian River Academy
18	Durwin, Brenda	Reading Coach, Elementary	Brenda.Durwin@indianriverschools.org	Indian River Academy
18	Holly, Emily	Reading Coach, Elementary	Emily.Holly@indianriverschools.org	Indian River Academy

SCHOOL DEMOGRAPHICS

SIP Plan Id 18

School Code	0221	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	67.0
Grades Served	K-5	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	36%
Economically Disadvantaged Students	46%
English Language Learners	48%
Hispanic Students	55%
Multiracial Students	38%
Students with Disabilities	32%
White Students	56%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	51	0221
2018	C	49	0221
2019	C	47	0221

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
According to the 2020-2021 Student, Parent, and Faculty Climate Survey: Staff rated "Professional development programs support staff professional growth." 4.02 out 5.   Staff and students rated "The school has consistent and fair behavioral expectations for students" with an average of 4.34 out of 5.   Students rated "There is a sense of belonging when at school." with 4.04 out of 5.

Data Selection Rationale
In terms of school culture, students having a sense of belonging at school and staff feeling supported in professional growth are critical for school climate. Using school climate data directly from students and staff will be most impactful because they will be the direct beneficiaries of the implementation steps. If a Tier 1 PBIS framework is implemented with fidelity, behaviors can be monitored to collect data to decrease negative behaviors. If staff feel supported with behavioral expectations for students and improved relevant professional growth, then the climate and culture of Indian River Academy will improve based on the staff climate survey.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
1. Faculty and staff welcome back meeting.   Teachers and staff members will participate in an engaging scavenger hunt to allow school members to feel welcome, safe, and build their sense of belonging.   School Leadership Team will deliver organizational information, SIP data and goals, PBIS procedures, and Code of Conduct to orient staff to current school procedures and routines.

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
Staff will be able to answer the following questions with a score of 4, or higher, out of 5.   On a scale of 1-5 (1 being "strongly disagree", 5 being "strongly agree") rate the following statements: There is a sense of belonging when at school. The school has consistent and fair behavioral expectations for students. The school provides a safe environment for teaching and learning.   The school communicates effectively about school events and activities (procedures and routines).   FREE RESPONSE: How can your school family help you feel valued?

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Staff and Faculty post-meeting survey

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Share and train staff on how to use the PBIS Flow Chart. The training will include: PBIS Flow Chart   Monitoring checklist   Morning meeting protocol (Sanford Harmony)   Sanford Harmony profile creation

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
By the end of quarter 1: All teachers will have a Sanford Harmony profile created.   Teachers will have implemented a minimum of 6 Sanford Harmony lessons.   During classroom walkthroughs, teachers will have at least 80% of the checklist in place.

Monitor
danya.laverack@indianriverschools.org

Monitor Methods
Classroom walkthrough checklist   Sanford Harmony lesson completion (shared OneDrive document with grade levels)

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The School based leadership team will conduct quarterly walk throughs using the Climate and Culture Checklist and the District Impact Walk through form with the goal of 80% of the classrooms having 80% of the checklist implemented.

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
quarterly walkthrough data using the climate and culture checklist and impact review walk showing 80% of classes with at least 80% o the checklist implemented.

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
classroom walkthroughs quarterly using culture and climate checklist and impact review tool.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

According to the 2021 FSA data, the data for the following subgroups is listed.   ELA Ach 15%, Math Ach 29%   ELA LG 33% , Math LG 40%

Data Selection Rationale

If ESE teachers and general education teachers plan together for differentiation of instruction and activities, then students receiving ESE services will be able to access grade level content with the accommodations and supports needed to reach grade level expectations. This will be supported with ongoing training throughout the school year in how to differentiate for student success. ELA and Math Achievement for SWD will increase to 25% ELA and 39% Math. Learning gains will increase to 43% in ELA and 50% in Math.

Academics

High Yield Strategy

Differentiated Instruction

Implementation Step

Create a master schedule that allows for collaborative planning among ESE teachers and general education teachers and instructional coach.

Person Responsible

Kelly.Good@indianriverschools.org

Expected Evidence

Collaboration among teachers and coach will allow for time to share iep goals and grade level standards and develop a lessonplan that supports both.

Monitor

Kelly.Good@indianriverschools.org

Monitor Methods

Fidelity through lesson plan review and collaborative planning notes.   Walk through data will indicate if lessons align to plans and to the iep goals and grade level standards.

Academics

High Yield Strategy

Differentiated Instruction

Implementation Step

Quarterly Data Chats will include ESE teaches to discuss what next steps need to be taken for the second quarter to ensure students are receiving aligned instruction and that there is a transfer of skills taught.

Person Responsible

Kelly.Good@indianriverschools.org

Expected Evidence

Students will make progress in grade level expectations. ESE teachers will continue to build underlying skills and work with students to apply them to grade level content. Classroom teachers will provide students with their accomodations in the classroom.

Monitor

Kelly.Good@indianriverschools.org

Monitor Methods

Walkthrough data will reflect implementation of lesson plans   Assessmsnts will show growth over time

Academics

High Yield Strategy

Differentiated Instruction

Implementation Step

Training for the staff on "Differentiation". Training will take place quarterly during collaborative planning time. First training is scheduled for the week of October 4, 2021. Coaches willmeet with grade level teachers during scheduled collaborative planning time.

Person Responsible

Elaine.Ragley@indianriverschools.org

Expected Evidence

Students in subgroups will make academic growth over time.   Students will have differentiated tasks that allow for reaching the full intenet of the grade level expectations.   Teachers will differentiate instruction to meet the varying needs of student in their classrooms.

Monitor

Jayde.Norwood@indianriverschools.org

Monitor Methods

Agendas and sign in sheets will show that all staff have been trained in Differentiation   Lesson Plans will show teachers have planned for differentiation in their classrooms.   Walk through data will show an increase in the number of teachers who are marked as "evident" on the impact walk through collection tool

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
According to the 2021 FSA scores, students who identify as Black had the following achievement and learning gain scores: 40% ELA Achievement, 38% Math Achievement.

Data Selection Rationale
Students who identify as Black will increase their ELA and Math achievement to close the gap between higher performing subgroups. If teachers use differentiated instruction to meet the needs of all students then students who identify as Black will increase their achievement scores. ELA Achievement will increase to 50% and Math Achievement will increase to 48%.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Collaborative Planning includes a plan for differentiation for either whole group or small group for the first quarter. This will increase to both whole and small group as teachers increase their knowledge and expertise in differention of tasks and instruction.

Person Responsible
Emily.Holly@indianriverschools.org

Expected Evidence
Lesson Plans include plan for differentiation of tasks in whole or small group.

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
Lesson Plans   Walk Throughs

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Professional Development in the area of Differentiation will be ongoing throughout the 21-22 school year to ensure PD to practice is embedded in classrooms. Professional development will take place during Collaborative Planning weekly. It will also be delivered school wide 1 time in the first 9 weeks.

Person Responsible
Elaine.Ragley@indianriverschools.org

Expected Evidence
Unit assessment and classroom assessment scores for subgroups will show growth over time.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Agenda and Sign in for PD and CP   Classroom walk through evidence   Lesson Plans

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
According to 2021 FSA scores, 57% of 5th grade students were proficient in Science .

Data Selection Rationale
If 4th and 5th grade science teachers collaboratively plan with the media specialist and math coach biweekly for the application of the content standards then students will improve their understanding of the science content.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Collaborative planning is embedded within the master schedule to allow time for biweekly planning among the math coach, media specialist and 4th and 5th grade science teachers.

Person Responsible
Jayde.Norwood@indianriverschools.org

Expected Evidence
Lesson plans include evidence of collaboration. Classroom teachers and media specialist will work together to embed the application of the science content standards into the tasks in the media center with the media assistant.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Lesson plans will include use of robotics and coding tied to the science content within the standards.   Coaching calendar indicated biweekly collaborative planning

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Students are given monthly opportunities for real world application of the standards learned within the science classroom.

Person Responsible
Elaine.Ragley@indianriverschools.org

Expected Evidence
Media specialist will implement engaging lessons that use robotics and coding. Review of lesson plans weekly.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings

According to the 2020-2021 Student, Parent, and Faculty Climate Survey: Staff rated "Professional development programs support staff professional growth." 4.02 out 5. Staff and students rated "The school has consistent and fair behavioral expectations for students" with an average of 4.34 out of 5. Students rated "There is a sense of belonging when at school." with 4.04 out of 5.

Data Selection Rationale

In terms of school culture, students having a sense of belonging at school and staff feeling supported in professional growth are critical for school climate. Using school climate data directly from students and staff will be most impactful because they will be the direct beneficiaries of the implementation steps. If a Tier 1 PBIS framework is implemented with fidelity, behaviors can be monitored to collect data to decrease negative behaviors. If staff feel supported with behavioral expectations for students and improved relevant professional growth, then the climate and culture of Indian River Academy will improve based on the staff climate survey.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The School based leadership team will conduct quarterly walk throughs using the Climate and Culture Checklist and the District Impact Walk through form to ensure Morning Meeting is happening daily in the classroom.

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
Quarterly walk through data shows an increase in the number of classrooms meeting expectations on the checklist over time.   Students are participating in Community Check in and Morning Class Conversation

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
Data from Checklists completed by school based leadership team   Data from District Impact Walks

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
School Counselor continues implementation of Tier 1 Sanford Harmony Lessons in the Cafe weekly for each grade level during their lunch time.

Person Responsible
danya.laverack@indianriverschools.org

Expected Evidence
All students participate in Sanford Harmony lessons that align to classroom Harmony Goals and Schoolwide Expectations. Students will be able to verbally state and display the school wide expectations and classroom goals. The number of students receiving Office Discipline Referrals and Minor Infraction Forms will decrease over time.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Monthly Behavior and Attendance meetings with admin and school counselor to monitor and follow up with students and teachers, as needed, the number of students with ODR and MIFs.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The school counselor will model "Morning Meeting" on the morning announcements for the month of November and the first week of December. Powerpoints used will be shared via email in December to continue the process with teachers on their own.

Person Responsible
danya.laverack@indianriverschools.org

Expected Evidence
The number of classrooms participating in morning meeting with all componenets will increase over time. The goal is 100% of teachers will particiapte in all componenets of Morning Meeting by the end of quarter 2.

Phase 2: Full Implementation

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Morning Meetings with School Counselor include Counselor's ppt   Classroom Walkthrough climate and Culture checklist data shows an increase in classes fully participating

Data & Systems Review Organizer

Academics
Phase 2: Full Implementation

Data Findings
According to the 2021 FSA data, the data for the following subgroups is listed.   ELA Ach 15%, Math Ach 29%   ELA LG 33% , Math LG 40%

Data Selection Rationale
If ESE teachers and general education teachers plan together for differentiation of instruction and activities, then students receiving ESE services will be able to access grade level content with the accommodations and supports needed to reach grade level expectations. This will be supported with ongoing training throughout the school year in how to differentiate for student success. ELA and Math Achievement for SWD will increase to 25% ELA and 39% Math. Learning gains will increase to 43% in ELA and 50% in Math.

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Collaborative planning will continue among ESE teachers and instructional coaches, with the addition of 5th grade general education teachers.

Person Responsible
Elaine.Ragley@indianriverschools.org

Expected Evidence
Collaboration among teachers and coach will allow for time to share IEP goals and grade level standards and develop a lessonplan that supports both. ESE teachers will be able to implement grade level content with scaffolded support needed according to student IEPs.

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
Fidelity through lesson plan review and collaborative planning notes.   Walk through data will indicate if lessons align to plans and to the IEP goals and grade level standards.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Quarterly Data Chats are done with individiual teachers. ESE teachers are included to discuss what next steps need to be taken for the second quarter to ensure students are receiving aligned instruction and that there is a transfer of skills taught.

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
Students will make progress in grade level expectations. ESE teachers will continue to build underlying skills and work with students to apply them to grade level content. Classroom teachers will be able to target instruction for bottom quartile students, provide students with accomodations as needed, and meet the needs of all Tier 1 students in the classroom.

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
Walkthrough data will reflect implementation of lesson plans   Agenda for data chat includes questions about subgroups- who/how needs are being met Assessments will show growth over time.

Academics

High Yield Strategy
Differentiated Instruction

Phase 2: Full Implementation

Implementation Step
Training for the staff on "Differentiation". Training will take place quarterly during collaborative planning time. Second training is scheduled for the week of November 1, 2021. Coaches will meet with grade level teachers during scheduled collaborative planning time.

Person Responsible
Kelly.Good@indianriverschools.org

Expected Evidence
Students in subgroups will make academic growth over time.   Students will have differentiated tasks that allow for reaching the full intenet of the grade level expectations.   Teachers will differentiate instruction to meet the varying needs of student in their classrooms.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods

██
████████

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
According to the 2021 FSA scores, students who identify as Black had the following achievement and learning gain scores: 40% ELA Achievement, 38% Math Achievement.

Data Selection Rationale
Students who identify as Black will increase their ELA and Math achievement to close the gap between higher performing subgroups. If teachers use differentiated instruction to meet the needs of all students then students who identify as Black will increase their achievement scores. ELA Achievement will increase to 50% and Math Achievement will increase to 48%.

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Collaborative Planning includes a plan for differentiation for either whole group or small group for the second quarter. This will increase to both whole and small group as teachers increase their knowledge and expertise in differention of tasks and instruction. Professional Development in the area of Differentiation will be ongoing throughout the 21-22 school year to ensure PD to practice is embedded in classrooms. Professional development will take place during Collaborative Planning weekly.

Person Responsible
Emily.Holly@indianriverschools.org

Expected Evidence
Lesson Plans include plan for differentiation of tasks in whole or small group.   Unit assessment and classroom assessment scores for subgroups will show growth over time.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Lesson Plans include where differentiation is taking place   Walk Through using Impact Tool

---

Data & Systems Review Organizer

School Theme

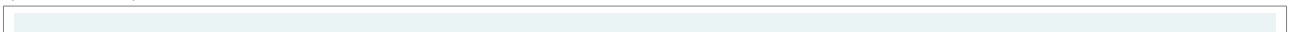### Phase 2: Full Implementation

Data Findings
According to 2021 FSA scores, 57% of 5th grade students were proficient in Science .

Data Selection Rationale
If 4th and 5th grade science teachers collaboratively plan with the media specialist and math coach biweekly for the application of the content standards then students will improve their understanding of the science content.

Implementation Steps

Phase 2: Full Implementation

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Collaborative planning is embedded within the master schedule to allow time for biweekly planning among the math coach, media specialist and 4th and 5th grade science teachers.

Person Responsible
Jayde.Norwood@indianriverschools.org

Expected Evidence
Lesson plans include evidence of collaboration. Classroom teachers and media specialist will work together to embed the application of the science content standards into the tasks in the media center with the media assistant.

Monitor
Jayde.Norwood@indianriverschools.org

Monitor Methods
Lesson plans will include use of robotics and coding tied to the science content within the standards. Coaching calendar indicates biweekly collaborative planning.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Students are given monthly opportunities for real world application of the standards learned within the science classroom.

Person Responsible
Elaine.Ragley@indianriverschools.org

Expected Evidence
Media specialist will implement engaging lessons that use robotics and coding. Review of lesson plans weekly.

Monitor
Kelly.Good@indianriverschools.org

Monitor Methods
Science Unit assessment scores for 4th and 5th grade proficiency will increase   Quarterly lesson plan review.

0301 Liberty Magnet School

International Baccalaureate Program

Takeisha Harris , Principal

6580 81st Street

32967 FL Vero Beach

772-564-5300

Vision
Liberty Magnet students will become active, compassionate, and lifelong learners.

School Mission
Through its inquiry-led, transdisciplinary IB framework, Liberty challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.

SCHOOL NARRATIVE
Liberty Magnet offers a challenging curriculum using the Florida State Standards through the framework of IB. IB, which is short for International Baccalaureate, is a world renowned educational organization. The IB program for elementary students is called the Primary Years Programme or PYP. Liberty is the only PYP school in Indian river county, and one of about 1700 worldwide. Students can continue their IB education locally in middle and high school. Guided by six transdisciplinary themes of global significance (Who We Are, Where We Are In Place And Time, How We Express Ourselves, How The World Works, How We Organize Ourselves, Sharing The Planet), students deepen their learning by developing conceptual understandings, strengthening their knowledge, and enhancing their skills across and beyond subject areas. Students are actively engaged in all parts of the learning process. They learn how to ask questions that will give them a deeper understanding. Then they participate in activities designed to answer these questions. Our classrooms are filled with dialogue, interaction, research, and presentations. These activities allow students to acquire skills valuable not only to learning, but to life outside of school.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
20	Harris, Takeisha	Principal Elementary School	Takeisha.Harris@indianriverschools.org	Liberty Magnet School
20	Bishop, Lisa	Reading Coach, Elementary	Lisa.Bishop@indianriverschools.org	Liberty Magnet School
20	Lunsford, Jamie	Media Center Assistant, Elemen	Jamie.Lunsford@indianriverschools.org	Liberty Magnet School
20	Esposito, Tabetha	Asst Principal Elementary	Tabetha.Esposito@indianriverschools.org	Liberty Magnet School

SCHOOL DEMOGRAPHICS

SIP Plan Id 20

School Code	0301	Title I School	N

School Type	Elementary	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	39.2
Grades Served	K-5	Every Student Succeeds Act (ESSA) Status	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	58%
Economically Disadvantaged Students	54%
English Language Learners	46%
Hispanic Students	54%
Multiracial Students	*
Students with Disabilities	17%
White Students	67%
Asian Students	*

Needs Assessment Summary

ESSA Subgroup below 41%-Students With Disabilities   Only 17% of our Students with Disabilities scored at or above grade level.

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	B	60	0301
2018	A	67	0301
2019	A	63	0301

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Based on our 2020-2021 School climate survey, our parents identified communication as an area of concern with a score of 4.35 out of 5.

Data Selection Rationale

We are focusing on increasing the effectiveness of our communication methods to increase parent awareness of school programs and functions.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Develop a system to use multiformat platforms to communicate information with one central person verifying all formats are used for all communication sent from the school.

Person Responsible
Jamie.Lunsford@indianriverschools.org

Expected Evidence
Comminucation will increase across multi-formats by 100%

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Formal and informal feedback from parent groups including PTA and SAC   Monthly usage reports from our Liberty District Webpage.   Monthly usage reports from FaceBook

---

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

PBIS Walkthrough Data: The majority of students did not know what SOAR stood for at LMS.

Data Selection Rationale

SOAR (Safety First, Own Your Own Behavior, Always Do Your Best, and Respect Yourself, Others, and Your World) is our school behavior plan.

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Create system to monitor student knowledge of SOAR and monthly IB Learner Profile.

Person Responsible
Tabetha.Esposito@indianriverschools.org

Expected Evidence
Increase of student knowledge of SOAR by 50% for the 1st quarter.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Both administrators will be using the monitoring system to select 2 students from each classroom monthly to recite and expand understanding of PBIS system.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

Only 17% of our Students With Disabilites scored at or above grade level in ELA.

Data Selection Rationale

ESSA Subgroup Data

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Use current data from Amplify/DIBELS to identify individual student deficiencies in ELA.   Collaborate with Instructional Coach to provide appropriate skill deficit instruction in Tier 2 and Tier 3 interventions.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
Increase overall student with disabilities proficiency in the area of ELA by 25% on unit assessments.

Monitor
Tabetha.Esposito@indianriverschools.org

Monitor Methods
Use DIBLES data and progress monitoring data to monitor progress.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Percent of students scoring at or above grade level according to 2020-21 FSA Data:

ELA	MATH	SCIENCE
74%	70%	71%

Data Selection Rationale
FSA data is a normed representation of the proficiency of students attending Liberty Magnet School.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
Meet with teachers to analyze class data, identify Tier 2 and 3 students, goals, and progress monitoring tool.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
80% of students will score at or above grade level on Unit Assessments.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
We are meeting weekly to review student data and classroom visit. Students identified as needing a Tier 1 or 2 Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
Tier 2 and 3 students are visited 2-3 times per week to monitor engagement and mastery of content.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
80% of students are scoring at or above grade level on Unit and Class Assessments.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Weekly review of student data and classroom visits (engagement and mastery). Students identified as needing a Tier 1 or 2 Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing: Thinking skills Communication skills Research skills Self-management skills Social skills   The IB approaches to learning support students of all ages in being self-regulated learners.

Data Selection Rationale

PYP teachers collaboratively plan for implicit and explicit opportunities to develop Approaches to Learning (ATL) both inside and outside the programme of inquiry.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Create a checklist to be used with the units of inquiry that contains the IB approaches to teaching.

Person Responsible
Jamie.Lunsford@indianriverschools.org

Expected Evidence
Units of Inquiry will contain all the approapriate elements of the IB Approaches to Teaching.   Teachers will incorporate IB Approaches to Teaching into classroom instruction.

Monitor
Jamie.Lunsford@indianriverschools.org

Monitor Methods
Use of checklist to determine identification of necessary IB Approaches to Teaching elements.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings
Based on our 2020-2021 School climate survey, our parents identified communication as an area of concern with a score of 4.35 out of 5.

Data Selection Rationale
We are focusing on increasing the effectiveness of our communication methods to increase parent awareness of school programs and functions.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Develop a system to use multiformat platforms to communicate information with once central person verifying all formats are used for all communication sent from the school. -After meeting with our School Advisory Council and PTA, it was determined that the most effective means of communicating information to our families are our school website and a public Facebook page. Parents were notified through our School Newsletter to visit the School News section of our School Website. -We have designated our School Secretary and Computer Lab Manager along with the principal, as the people who will verify that the formats are being used.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
Communication will increase across multi-formats by 100%.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Formal and informal feedback from parent groups including PTA and SAC -School Communication has been added to the agendas for PTA and SAC Monthly usage reports from our Liberty District Webpage. -Contact and request for monthly usage has been requested. Monthly usage reports from Facebook -We have multiple Liberty Magnet School Facebook pages. We are working to establish one public page for easy access to parents and students.

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings
PBIS Walkthrough Data: The majority of students did not know what SOAR stood for at LMS.

Data Selection Rationale
SOAR (Safety First, Own Your Own Behavior, Always Do Your Best, and Respect Yourself, Others, and Your World) is our school behavior plan.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
Create system to monitor student knowledge of SOAR and monthly IB Learner Profile. -System created that includes a check in with two student per classroom each month. Administrator will note knowlege of SOAR.

Person Responsible
Tabetha.Esposito@indianriverschools.org

Expected Evidence
Increase of student knowlege (students answering correctly) for Quarter 2.

Monitor
Tabetha.Esposito@indianriverschools.org

Monitor Methods
Both administrators will be using the monitoring system to select 2 students from each classroom monthly to recite and expand understanding of PBIS system. -Classroom visits have been scheduled during Morning Meetings. Students who recite SOAR earn a reward.

Data & Systems Review Organizer

Phase 2: Full Implementation

Academics

Phase 2: Full Implementation

Data Findings
Only 17% of our Students With Disabilities scores at or above grade level in ELA.

Data Selection Rationale
ESSA Subgroup Data

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Use current data from Amplify/DIBELS to identify individual student deficiencies in ELA.   Collaborate with Instructional Coach to provide appropriate skill deficit instruction in Tier 2 and Tier 3 interventions.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
Increase overall students with disabilities proficiency in the area of ELA by 25% (42%) on unit assessments.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Use DIBELS Data and Progress monitoring data to monitor progress.   DIBELS Data (Amplify) will be reviewed Bi-Weekly beginning 10/4

Progress Monitoring Data: Unit Assessment % Proficient (60+)	Grade 3	Grade 4	Grade 5
Unit 1	33	50	17
Unit 2	10	17	50

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Percent of students scoring at or above grade level according to 2020-21 FSA Data:

ELA	MATH	SCIENCE
74%	70%	71%

Data Selection Rationale
FSA data is a normed representation of the proficiency of students attending Liberty Magnet School.

Implementation Steps

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
Meet with teachers to analyze class data, identify Tier 2 and Tier 3 students, goals, and progress monitoring tool.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
80% of students will score at or above grade level (60%) on Unit Assessments.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
We are meeting weekly to review student data and classroom visits. Students identified as needing a Tier 1 or Tier 2 Intervention will be monitored in class 2-3 times per week for engagement and mastery of learning target.   -Tier 1 and Tier 2 Intervention students have been identified.   -Classroom visit and walkthrough schedule have been established. Identified "Tier students" are noted on walkthrough feedback form.

Academics

Phase 2: Full Implementation

High Yield Strategy
Monitoring and Feedback

Implementation Step
Meet with teachers to analyze class, identify Tier 2 and 3 students, goals, and progress monitoring tool.

Person Responsible
Takeisha.Harris@indianriverschools.org

Expected Evidence
80% of students are scoring at or above grade level (60% or higher) on Unit and Class Assessments.

Monitor
Takeisha.Harris@indianriverschools.org

Monitor Methods
Bi-Weekly review of student data and classroom visits (enggement and mastery)

ELA	3rd	4th	5th
Unit 1	61%	91%	69%
Unit 2	59%	39%	79%

MATH			
Unit 1	90%	62%	87%
Unit 2	86%	75%	88%
Unit 3	84%		79%

SCIENCE			
Unit 1	91%	73%	75%
Unit 2			90%
Unit 3			95%
Unit 4			81%

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
The IB Approaches to Learning skills (ATL) and Approaches to Teaching (ATT) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing: Thinking skills Communication skills Research skills Self-management skills Social skills The IB approaches to learning support students of all ages in being self-regulated learners.

Data Selection Rationale
PYP teachers collaboratively plan for implicit and explicit opportunities to develop Approaches to Learning (ATL) and Approaches to Teaching (ATT) both inside and outside the programme of inquiry.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Create a checklist to be used with the units of inquiry that contains the IB approaches to teaching.

Person Responsible
Jamie.Lunsford@indianriverschools.org

Expected Evidence
Units of Inquiry will contain all the approapriate elements of the IB Approaches to Teaching.   Teachers will incorporate IB Approaches to Teaching into classroom instruction.

Monitor
Jamie.Lunsford@indianriverschools.org

Monitor Methods
-We have identified the following Approaches to Teaching for the checklist to be used during IB Planning sessions: 1. Teaching thorugh inquiry. 2. Teaching through concepts. 3. Teaching developed in local and global contexts. 4. Teaching focused on effective teamwork and collaboration. 5. Teaching differentiated to meet the needs of all learners. 6. Teaching informed by assessment.

0051 Osceola Magnet School

School of Mathematics and Engineering

Dr. Chadwick Bacon , Principal

1110 18th Avenue SW

32962 FL Vero Beach

772-564-5821

Vision
Osceola Magnet School will be a model for the state in the area of engineering and math exploration through the integration of arts and literacy in an engaging and collaborative school community.

School Mission
We believe:
that children learn best through an integrated curriculum.
that learning is a process, not a product.
that each child learns best by doing developmentally appropriate activities.
that education fosters, encourages and nurtures creativity.
that each student is the central focus of all efforts.
that providing a safe and supportive environment enhances self esteem.
that learning is fun, enriching and stimulating.
that through the exploration of math, science, technology, and the arts children will be
better able to meet the challenges of the future.

SCHOOL NARRATIVE
Provide a brief description of the community the school serves as well as highlighting the unique features and programs with the school.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
7	Bacon, Chadwick	Principal Elementary School	Chadwick.Bacon@indianriverschools.org	Osceola Magnet School
7	Ern, Natalie	Assistant Principal	Natalie.Ern@indianriverschools.org	Osceola Magnet School
7	Young, Heather	Lit Coach	Heather.Young@indianriverschools.org	Osceola Magnet School
7	Ellison, Christopher	Elementary Guidance Counselor	Christopher.Ellison@indianriverschools.org	Osceola Magnet School
7	Thomas, Marianne	Interventionist	Marianne.Thomas@indianriverschools.org	Osceola Magnet School

SCHOOL DEMOGRAPHICS

SIP Plan Id 7

School Code	0051	**Title I School**	N
School Type	Elementary	**Economically**	38.5

		Disadvantaged Rate (FRL) (survey 3 of 2020-2021)
Grades Served	K-5	Every Student Succeeds Act (ESSA) Status

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	46%
Economically Disadvantaged Students	58%
English Language Learners	71%
Hispanic Students	71%
Multiracial Students	90%
Students with Disabilities	45%
White Students	75%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	A	62	0051
2018	A	64	0051
2019	A	67	0051

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on our 2021 School Culture/Climate Survey, our lowest two areas were professional development and staff sense of belonging. In order to ensure that the data was cross referenced with another tool we implemented a staff survey Team Assessment at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team. This inventory indicated similar findings as that identified in the districts climate survey.   To improve staff sense of belonging, the leadership team will be adding monthly faculty meetings which will focus on building community, celebrations, and staff recognitions.

Data Selection Rationale
Because of the social distancing protocols and limitations on social gatherings last school year, our staff did not have an opportunity to build community with each other and the new leadership team. Monthly staff meetings will hopefully improve this area. Our PD last year focused on Differentiated Instruction, and although the staff found it informative, they expressed it was not very helpful. By embedding PD weekly through collaborative planning, teachers will find the information they share with each other on the "how" of instruction more helpful and easy to implement immediately.

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
To improve staff sense of belonging, Osceola Magnet's the leadership team will be adding monthly faculty meetings which will focus on building community, celebrations, and staff recognitions. In order to improve the staffs sense of belonging we will also have shout outs, sharing best practices, and prize giveaways associated with those recognized by their colleagues on our shout out board once a month during the faculty meetings. The names and accolades will then be shared with the school community each month at the faculty meetings.

Person Responsible
Chadwick.Bacon@indianriverschools.org

Expected Evidence
During the week of 9/27/21:To monitor if we are moving towards our desired goal of all staff feeling a sense of belonging and an improvement of PD we will Implement an additional staff survey titled Team Assessment. This survey will be the same one that was implemented at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from the start of the schoolyear until the week of 9/27/21 In order to improve professional development, the leadership team will focus on the intentional planning to achieve the aforementioned goals during weekly leadership mtgs. We will be moving forward with a Math Book study that will increase a staff wide sense of belonging and at the same time improve our Math class teaching strategies thus leading to increased math scores.   In order to improve the staffs sense of belonging we will also have shout outs, sharing best practices, and prize giveaways associated with those recognized by their colleagues on our shout out board once a month during the faculty meetings. The names and accolades will then be shared with the school community each month at the faculty meetings.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on our 2021 FSA School Data, our Math bottom quartile subgroup decreased significantly from 52% proficiency to 29% proficiency. This 23% decrease affected our overall school grade immensely. In order to increase this area, we have intentionally designed our Math instructional blocks to encompass 90 minutes as opposed to the minimum required 60 minutes. This additional 30 minutes will allow for us to have Math RTI. To ensure that we are able to capitalize on the additional math time we will be having a math book study centering around a practical approach to teacher questioning strategies and physical class layout. On a monthly basis best practice will be highlighted at staff meetings, leadership will be attending math collaborative planning, and a math school improvement plan committee has been established.

Data Selection Rationale
The 2021 FSA data was used in order to try and establish a trend among math proficiency rates of our bottom quartile group using the Think Math Curriculum as a supplement. Overall our bottom quartile has not been making consistent gains or proficiency rates in Math. Our Math BQ data is as follows according to a 4-year historical lookback: ·   2018-63% ·   2019-52% ·   2020-No Data ·   2021-29% Looking at the trend we have been decreasing Math BQ proficiency by an average of 11% a year. Although we did not have FSA in 2020 the 2021 results held true to a ~11% a year decline.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
We have intentionally designed our Math instructional blocks to encompass 90 minutes as opposed to the minimum required 60 minutes. This additional 30 minutes will allow for us to have Math RTI. Math data chats specific to Math RTI groups have been scheduled. Implement a math book study centering around a practical approach to teacher questioning strategies and physical class layout. On a monthly basis best practice will be highlighted at staff meetings, leadership will be attending math collaborative planning, and a math school improvement plan committee has been established.

Person Responsible

Chadwick.Bacon@indianriverschools.org

Expected Evidence
Our goal, albeit lofty, is to increase our bottom quartile proficiency in Math from 29% to 63% thus returning Osceola Magnet back to the performance level of the year in which the downward trend began. We should see incremental growth at our weekly data trend reviews up to 9/27/21. During the week of 9/27/21 we will begin developing changes necessary to either support current strategies or pivot.

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from the start of the schoolyear until the week of 9/27/21 Leadership will be attending math collaborative planning, and a math school improvement plan committee that has been established. We will also be monitoring on a weekly basis the Math Unit Assessments along with iReady and Go Math Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline will indicate if we maintain the current direction established thus far or make changes as needed.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Our staff, students, and community have embraced the rebranding of our school becoming a School of Mathematics and Engineering. This initiative was launched last year but halted abruptly in March 2020. Last fall we set a goal to achieve an 80% proficiency of our 5 th grade students as measured by the FCAT. Although we did not achieve a 80% we did achieve a 74% which was the highest Science score in the district. We accomplished this through collaborative planning and a walk to Rti model which included a Science Enrichment. This fall we began refining the work of our integrated K-5 Vertical Plan which had embedded Engineering Design Challenges. In order to maintain our top scores in science, we will continue our work on refining our collaborative planning, walk to RtI Science enrichment, and K-5 Vertical Plan. The second component of our school theme is Mathematics. Through the intentional process of developing an academic schedule that incorporates Math RTI blocks and the improvement of our Collaborative Planning Process as it specifically relates to Math and we will continue to refine and improve student experiences thus leading to increased student performance. This process will be monitored through the participation of Admin at the Math collaborative planning meetings, as well as a continued refinement of the RTI model to meet the needs of all students.

Data Selection Rationale
The 2021 FSA data was used in order to try and establish a trend among math and science proficiency rates. Overall science has not been making consistent proficiency rates and Math Achievement has decreased by an average of 3% a year.   Math Overall Achievement   Science Overall Achievement 2018-82%   2018-71 % 2019-79%   2019-68% 2020-No Data   2020-No Data 2021-73%   2021-74%

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
We will implement collaborative planning and a walk to Rti model which included a Science Enrichment. Implement a K-5 Vertical Plan which embeds Engineering Design Challenges. We will continue our work on refining our collaborative planning, walk to RtI Science enrichment, and K-5 Vertical Plan. We will design and implement an academic schedule that incorporates Math RTI blocks. We will refine our Collaborative Planning Process as it specifically relates to Math and will continue to refine and improve student experiences.

Person Responsible
Chadwick.Bacon@indianriverschools.org

Expected Evidence
Our goal is to increase proficiency in Math from 73% to 80%. Our goal is to increase proficiency in Science from 74% to 80%. We should see incremental growth at our weekly data trend reviews up to 9/27/21. During the week of 9/27/21 we will begin developing changes necessary to either support current strategies or pivot.

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from the start of the schoolyear until the week of 9/27/21 Leadership will be attending Science collaborative planning, and a Science school improvement plan committee that has been established. We will also be monitoring on a weekly basis the Science and Math Unit Assessments along with iReady and Go Math Formative Assessments and Discovery Ed Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline will indicate if we maintain the current direction established thus far or make changes as needed.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings

Based on our 2021 School Culture/Climate Survey, our lowest two areas were professional development and staff sense of belonging. In order to ensure that the data was cross referenced with another tool we implemented a staff survey Team Assessment at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team. This inventory indicated similar findings as that identified in the districts climate survey.   Durin g the week of 10/18/21 we implemented an additional staff survey titled Team Assessment. This survey was the same one that was implemented at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team.   The results of the survey show that there is an increase in a sense of belonging. Due to the data indiciating that progress is being made we will not only conitue monthly faculty meetings which will focus on building community, celebrations, and staff recognitions; we will be shifting from TEAMS based ot Face to Face monthly meetings.

Data Selection Rationale

Because of the social distancing protocols and limitations on social gatherings last school year, our staff did not have an opportunity to build community with each other and the new leadership team.   Due to the promising results we have seen thus far with the implmentaion of the aformentioned steps we will continue to hold these face to face monthly faculty meetings.

Implementation Steps

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
To improve staff sense of belonging, the leadership team will be continuing monthly face to face faculty meetings which will focus on building community, celebrations, and staff recognitions.

Person Responsible
Chadwick.Bacon@indianriverschools.org

Expected Evidence
During the week of 12/13/21:To monitor if we are moving towards our desired goal of all staff feeling a sense of belonging and an improvement of PD we will Implement an additional staff survey titled Team Assessment. This survey will be the same one that was implemented at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team.

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from the start of 10/18/21 until the week of 12/13/21 we will continue the process we have in place as it is showing positive results which is In order to improve the staffs sense of belonging we will also have shout outs, sharing best practices, and prize giveaways associated with those recognized by their colleagues on our shout out board once a month face to face faculty meetings.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

Based on our 2021 FSA School Data, our Math bottom quartile subgroup decreased significantly from 52% proficiency to 29% proficiency. This 23% decrease affected our overall school grade immensely. In order to increase this area, we have intentionally designed our Math instructional blocks to encompass 90 minutes as opposed to the minimum required 60 minutes. This additional 30 minutes will allow for us to have Math RTI. To ensure that we are able to capitalize on the additional math time we will be having a math book study centering around a practical approach to teacher questioning strategies and physical class layout. On a monthly basis best practice will be highlighted at staff meetings, leadership will be attending math collaborative planning, and a math school improvement plan committee has been established.   Current data trends based on unit assessment data is suggesting that the startegic shifts in the academic calender and math/pedogogical practices is yeilding results. The current predicted scores for our Math BQ based on unit assessments is 46%.

Data Selection Rationale

Phase 2: Full Implementation

The 2021 FSA data was used in order to try and establish a trend among math proficiency rates of our bottom quartile group using the Think Math Curriculum as a supplement. Overall our bottom quartile has not been making consistent gains or proficiency rates in Math. Our Math BQ data is as follows according to a 4-year historical lookback: 2018-63% 2019-52% 2020-No Data 2021-29% Looking at the trend we have been decreasing Math BQ proficiency by an average of 11% a year. Although we did not have FSA in 2020 the 2021 results held true to a ~11% a year decline. Current data trends based on unit assessment data is suggesting that the startegic shifts in the academic calender and math/pedogogical practices is yeilding results. The current predicted scores for our Math BQ based on unit assessments is 46%. At this time last year we were seeing a predicted profficiency of 23% for our Math BQ. With this said the current predicted profficiency of 46% is extremeley promising.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Leadership will continue to attend math collaborative planning. We will also be monitoring on a weekly basis the Math Unit Assessments along with iReady and Go Math Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline will indicate if we maintain the current direction established thus far or make changes as needed.

Person Responsible
Chadwick.Bacon@indianriverschools.org

Expected Evidence
Our goal, albeit lofty, is to increase our bottom quartile proficiency in Math from 29% to 63% thus returning Osceola Magnet back to the performance level of the year in which the downward trend began. We have seen incremental growth at our weekly data trends for a current predicted profficnecy of 46% and in response we will continue to support current strategies in put in place this year.

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from 10/18/21 until 12/17/21 the Leadership will continue attending math collaborative planning, and the math school improvement plan committee meetings that have been established. We will also continue to be monitoring on a weekly basis the Math Unit Assessments along with iReady and Go Math Formative Assessments to monitor the data trends that are occurring. Leadership has and will compare the data to previous years trends and establish a trendline. This trendline currently has indicated that what we are doing is working and thus we will maintain the current direction established thus far.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Our staff, students, and community have embraced the rebranding of our school becoming a School of Mathematics and Engineering. This initiative was launched last year but halted abruptly in March 2020. Last fall we set a goal to achieve an 80% proficiency of our 5th grade students as measured by the FCAT. Although we did not achieve a 80% we did achieve a 74% which was the highest Science score in the district. We accomplished this through collaborative planning and a walk to Rti model which included a Science Enrichment. This fall we began refining the work of our integrated K-5 Vertical Plan which had embedded Engineering Design Challenges. In order to maintain our top scores in science, we will continue our work on refining our collaborative planning, walk to RtI Science enrichment, and K-5 Vertical Plan. The second component of our school theme is Mathematics. Through the intentional process of developing an academic schedule that incorporates Math RTI blocks and the improvement of our Collaborative Planning Process as it specifically relates to Math we will continue to refine and improve student experiences thus leading to increased student performance. This process has been and will continue to be monitored through the participation of Admin at the Math collaborative planning meetings, as well as a continued refinement of the RTI model to meet the needs of all students.

Data Selection Rationale
The 2021 FSA data was used in order to try and establish a trend among math and science proficiency rates. Overall science has not been making consistent proficiency rates and Math Achievement has decreased by an average of 3% a year. Math Overall Achievement   Science Overall Achievement 2018-82%   2018-71% 2019-79%   2019-68% 2020-No Data   2020-No Data 2021-73%   2021-74%   Current Predicted Math Achievement   Current Science

Phase 2: Full Implementation

Overall Achievement	65%	65%

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Every week from 10/18/21 through 12/17/21 the Leadership team will be attending Science collaborative planning, and the Science school improvement plan committee meetings that have been established. We will also be monitoring on a weekly basis the Science and Math Unit Assessments along with iReady and Go Math Formative Assessments and Discovery Ed Formative Assessments to get an understanding of the data trends that are occurring. Leadership will continue to compare the data to previous years trends and establish a trendline. This trendline is indicating that if we maintain the current direction established thus far we will be in the desired range of predicted profficncey that will yield the goals set for both Math and Science.

Person Responsible
Chadwick.Bacon@indianriverschools.org

Expected Evidence
Our goal is to increase proficiency in Math from 73% to 80%. Our goal is to increase proficiency in Science from 74% to 80%. We have seen incremental growth for both areas when compared to this point in time last year as related to Unit Assessment predicted profficency data and thus will continue to support current strategies.

Monitor
Chadwick.Bacon@indianriverschools.org

Monitor Methods
Every week from 10/18/21 until the end of the next quater 12/17/21 the Leadership team will be attending Science collaborative planning meetings, and the Science school improvement plan committee meetings that have been established. We will also continue on a weekly basis to monitor the Science and Math Unit Assessments, along with iReady, Go Math Formative Assessments, and Discovery Ed Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline currently indicates that we maintain the current direction established thus far.

0271 Oslo Middle School

A Design Thinking School

Eddie Robinson, Ed.D , Principal

480 20th Ave SW

32962 FL Vero Beach

772-564-3920

Vision
To provide personalized, data-driven learning opportunities that create independent thinkers.

School Mission
Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.

SCHOOL NARRATIVE

At Oslo Middle School we Believe in BLUE. Believing in BLUE means that we Build positive relationships, stay Learning-centered, Understand each other's needs, and Excel through rigor, technology, and kindness! Our design thinking LAUNCH approach will connect the careers of tomorrow with our Wildcats today. LAUNCH utilizes a design thinking approach that helps students become problem solvers, critical thinkers, creative innovators to empower students to change the world. Our vision is to create personalized data driven learning opportunities that create independent thinkers. At Oslo Middle, your child will experience a high performing learning environment that fosters academic excellence, personal integrity, community action that encourages students to become informed, engaged, and ethical global citizens. Oslo stands for Outstanding Student Learning Opportunity.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
19	Robinson, Eddie	Principal Middle School	Eddie.Robinson@indianriverschools.org	Oslo Middle School
19	Shells, Christine	Asst Principal Middle School	Christine.Shells@indianriverschools.org	Oslo Middle School
19	Kinsley, Craig	Asst Principal Middle School	Craig.Kinsley@indianriverschools.org	Oslo Middle School
19	Reese, Marsha	Teacher Title 1 Resource	Marsha.Reese@indianriverschools.org	Oslo Middle School
19	Byrd, Brandi	Math Coach	Brandi.Byrd@indianriverschools.org	Oslo Middle School
19	Roux, Joanna	Reading Coach, Middle	Joanna.Roux@indianriverschools.org	Oslo Middle School
19	Spivey, Rhonda	Student Success Coach,	Rhonda.Spivey@indianriverschools.org	Oslo Middle School

SCHOOL DEMOGRAPHICS

SIP Plan Id 19

School Code	0271	Title I School	Y

School Type	Middle	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	57.6
Grades Served	6-8	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	41%
Economically Disadvantaged Students	47%
English Language Learners	41%
Hispanic Students	52%
Multiracial Students	40%
Students with Disabilities	31%
White Students	56%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	D	39	0271
2018	C	49	0271
2019	C	51	0271

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Referral data shows 343 ODRs for the 2020-21 School Year. Of these referrals, 102 were obtained by ESE students, 125 by White students, 124 black students, 48 hispanic, and 46 by multiracial/other.   The highest number of Referrals received were due to Inappropriate behavior/disruption (90) followed by Disrespect/noncompliance (67), fighting (52), and skipping (28).

Data Selection Rationale

Believing in Blue along with increased schoolwide PBiS plan, will decrease referrals, in-school and out-of-school suspensions. By addressing social emotional learning, building relationships, and promoting positive behaviors, suspensions and referrals will decrease by 5% or more. Other data to be measured includes frequency of respite pass use and student documentation for PBiS targeted students.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Positive Behavior Support Professional Development for all teachers with emphasis on in-class tiered interventions for student behavioral support and engagement/re-engagement strategies for students in tier 2 or 3 PBiS support.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
All teachers attend Professional Development and engage in the learning.

Monitor
Rhonda.Spivey@indianriverschools.org

Monitor Methods
Sign-in sheet, agenda, PBiS Powerpoint

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Identified in class and out-of-class support for teachers exhibiting a need for positive behavior support strategies and class engagement strategies.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
Teachers will show increased proficiency in tiered support for students exhibiting behavior concnerns as well as class engagement strategies.   PBiS team members will provide in-class support with students as well as teacher support in implementing behavior plans and other student-specific supports

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Student documentation   Class PBiS support/visitation logs   Discipline data   Observational data

---

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Teacher and Staff training on Student Code of Conduct and Oslo teacher handbook with Oslo specific guidelines for class managed and office managed bahvior management procedures.

Person Responsible
Craig.Kinsley@indianriverschools.org

Expected Evidence
Teachers and staff present and engaged in training.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Sign in sheets, agenda, Powerpoint, physical and electronic teacher handbook.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
School-Wide implementation of PBiS through all three tiers. Students identified (based on both prior and current year data) in need of Tier 2 or 3 interventions will be provided with support including student incentives, check-in/check-out, SEL circles and instruction, restorative justice practices, relationship building as well as consistent communication with virtual/transitional students. Tier 1 implementation to be expanded including Friday focus on PBiS expectations in Cafeteria with friendly competition and incentives for student awareness of/compliance with rules/procedures as well as proactive responsibility. Culture and Climate goals are also to be addressed with faculty and staff through continued support and morale boosting give-aways. "Believe in BLUE" embedded across campus in order to be proactive instead of reactive: "Build Relationships, Stay Learning Centered, Understand each student has individual needs, and Excel at preparing every Wildcat for the future through inquiry, technology, rigor, and kindness!" Continuous data collection and intervention adjustments will occur.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
Consistent Climate & Culture expectations from class to class. Increased engagement and Decreased time out of class for Tier 2 & 3 PBiS students. Decreased ODRs and suspensions Strengthened relationships between staff and students

Monitor
Rhonda.Spivey@indianriverschools.org

Monitor Methods
Discipline data Student Documentation PBiS logs Observational Data

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Build student leaders through NJHS, Student Council, and Minority Student Council

Person Responsible
Marsha.Reese@indianriverschools.org

Expected Evidence
Student leadership opportunities will lead to strengthened positive relationships between students; increased awareness and understanding of positive social responsibilities; increased sense of belonging and support for minority students.

Monitor
Marsha.Reese@indianriverschools.org

Monitor Methods
Student Club Rosters Meeting agendas and sign in sheets Observational data regarding student initiatives and outcomes.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Although ELA Achievement rose by 2%, ELA learning gains decreased by 7 percentage points, and ELA Bottom Quartile Learning gains decreased by 6%. MATH achievement dropped 8%, Math Learning gains dropped 15%, and Math Bottom Quartile learning gains dropped 17%. Science Achievment dropped 3%. Social Studies Achievement increased 3% MS Acceleration increased 7%

Data Selection Rationale
A focus on academic achievement for ALL students is required by ALL staff. Standards-based instruction aligned to grade level rigor will lead to achievement gains. Consistent Collaborative planning will include common daily standard, target, essential question, Higher Order Thinking Questions, and daily Formative assessments. This outcome will be measured through consistent classroom observations by administration and instructional coaches to find at least 75% of classrooms show evidence of these elements in place. Continued improvement in collaborative planning will impact rigorous instruction leading to achievement gains on assessments.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Core classes Collaborative Planning will include increased focus on common HOT Qs and Formative Assessments aligned to rigor of standard through structured LAUNCH collaborative planning tool.

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
Lesson plans are consistent across grade level pairs and include appropriate HOT Qs, formative assessments, and use the LAUNCH collaborative planning tool.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Lesson plan monitoring and feedback, collaborative planning monitoring and feedback.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Common standards-based formative assessments to be created and shared by and with all teachers, vetted by instructional coaches.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence
completed formative assessments available to all.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Review of shared documents.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Professional Development around bell-to-bell instruction in block scheduling, standards-based instruction, questioning aligned to appropriate rigor, and engagement strategies (embedded in collaborative planning) followed by classroom implementation.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence
Collaborative planning exit tickets, Rigorous and clear lesson plans, plan implementation into class lessons.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Lesson plan review, collaborative planning observations, class walkthrough data

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Monitoring standards-based instruction aligned to grade level rigor with consistent and constructive feedback.

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
Changes in standards based instruction due to lesson plan and walkthrough feedback.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Walkthrough observation checklist and feedback   Lesson Plans feedback in Canvas   Collaborative Planning feedback

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Amplify Training for all ELA teachers.

Person Responsible
Christine.Shells@indianriverschools.org

Expected Evidence
Collaborative Planning, Lesson Plans, Instruction, and student work should show evidence of appropriate use of Amplify curriculum and pacing guide with fidelity.

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Monitoring Collaborative planning weekly through grade level pair meetings and Collaborative Planning tool, monitoring lesson plans input into ELA department Canvas page, monitoring instruction in each ELA classrroom no less than once per week.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Collaborative Planning Protocol tool created specifically for Oslo teachers- to be used in all Collaborative Planning sessions with each element of L.A.U.N.C.H. embeded

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Use of new Oslo Collaborative Planning Protocol should be evident in all core class collaborative planning sessions.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Admin and Instructional Coach presence at collaborative planning sessions.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
ESSA subgroup data is below 41% for ESE and Mutli-racial students (2019).   Although ELA Achievement rose by 2%, ELA learning gains decreased by 7 percentage points, and ELA Bottom Quartile Learning gains decreased by 6%. MATH achievement dropped 8%, Math Learning gains dropped 15%, and Math Bottom Quartile learning gains dropped 17%. Science Achievment dropped 3%. Social Studies Achievement increased 3% MS Acceleration increased 7%

Data Selection Rationale
Through teacher support in the area of providing appropriate differentiation, students will be strengthen academic skills in processing, comprehension, and application of new knowledge.   Specific and targeted instruction for ESE students, African American students, and Multiracial subgroups will lead to an increase in proficiency and gains for our identified ESSA subgroups who are in need of increased support and intervention.   Increased differentiation for ALL students will be measured through consistent classroom observations by administration and instructional coaches. At least 75% of teachers will show evidence of differentiation in lesson plans and classroom implementation. Continued improvement in best practices and data-driven differentiation will impact rigorous instruction leading to achievement gains on assessments for Bottom Quartile, ESE, African-American, and multi-racial students

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Weekly Collaborative Planning with Instructional Coaches and/or Administration to include explicitly identified strategies for differentiation according to student data with specific focus for Bottom Quartile, ESE students, African American students, and Multiracial subgroups.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence
Differntiation implemented during classroom instruction

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Collaborative Planning Exit Ticket   Differentiation noted in Canvas Lesson Plans   Observation and Walkthrough Data

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Professional Development on the analysis of iReady data to support data-driven differentiation for targeted students (supported by Tasha Otto)

Person Responsible
Christine.Shells@indianriverschools.org

Expected Evidence
Teacher utilize the I-ready data to make changes to instruction as noted in lesson plans and during collaborative planning

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Sign In sheets & Agenda   Observational Data   Walkthrough Data Checklist

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Teacher training on (and classroom implementation of) Gradual Release Instruction

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Small Group Instruction planned for during collaborative planning.

Monitor
Craig.Kinsley@indianriverschools.org

Monitor Methods
Collaborative Planning Exit Ticket   Walkthrough Data and Monitoring Checklist   Evidence of Gradual Release noted in lesson plans

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
ESE teachers to collaborate with admin, coaches, and teachers around appropriate and consistent support strategies for ESE students, consistent targeted scheduling of time, and data tracking for ESE student progress through iReady, work samples and formative assessments, and observation. Implementation of learning strategies classes as an elective for our targeted ESE students

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
ESE teachers using consitent support strategies

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Collaborative Planning Meetings/ Exit Tickets   ESE classroom schedules and observations

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Administration to monitor instruction and provide feedback with specific focus around differentiating for most needy students

Person Responsible
Craig.Kinsley@indianriverschools.org

Expected Evidence
Bottom Quartile, ESE, ELL increased performance and growth

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
ESE Department Meetings   Walkthrough and Observation Data   Data Review for Bottom Quartile, ESE, ELL

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
After School Tutoring to be offered for core classes.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence
Increased student achievement

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Student Sign Up   Teacher Activities/Lessons   Observations and Walkthroughs

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
In addition to ESE teacher schedules to provide targeted support for ESE students, all Teacher Assistant schedules (7 teachers) have been created with the priority of supporting classrooms with high ESE populations to create more productive learning environments for our most needy students.

Person Responsible
Craig.Kinsley@indianriverschools.org

Expected Evidence
ESE students whill have strengthened relationships with support staff on campus. Teachers with high populations of ESE students in classes will feel supported in efforts to differentiate for all students, with particular focus on ESE and Bottom Quartile students.

Monitor
Craig.Kinsley@indianriverschools.org

Monitor Methods
Classroom walkthroughs, TA schedules.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Although ELA Achievement rose by 2%, ELA learning gains decreased by 7 percentage points, and ELA Bottom Quartile Learning gains decreased by 6%. MATH achievement dropped 8%, Math Learning gains dropped 15%, and Math Bottom Quartile learning gains dropped 17%. Science Achievment dropped 3%. Social Studies Achievement increased 3% MS Acceleration increased 7%

Data Selection Rationale
This data indicates a need for higher levels of engagement in multiple subject areas. Through Design Thinking Lesson planning and implementation, we will focus on increasing engagement and inquiry-based, student-centered classrooms. Using the design thinking process students will work collaboratively and critically to solve problems. Students will engage in inquiry cycles to develop a deeper understanding of the content. Using the design thinking process across content areas, students will increase the depth at which they proceed through the inquiry cycle. Each quarter, we will see an additional two classrooms using the LAUNCH cycle during instruction as we move toward future full-school implementation.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
LAUNCH curriculum maps to be created for Critical Thinking courses.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Curriculum map created and implemented through collaborative planning with the support of literacy coach.

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Review of curriculum maps and school-wide LAUNCH expectations.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Provide teachers with professional learning on the Launch Cycle Framework and Design Thinking.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Engagement Strategies in the classroom will reflect design thinking process. Student awareness of LAUNCH and design thinking will be evident.

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Sign in sheets & agendas, teacher reflections, teacher lesson plans.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Instructional Coaches collaborate with teachers to create lesson plans and units (and implement during instruction) designed with the Launch Cycle Framework

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Collaborative planning shows evidence of use of LAUNCH tool, lesson plans, walkthrough data shows evidence of LAUNCH elements implemented into lessons.

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Lesson plan review & feedback; collaborative planning observation.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Administration and Instructional Coaches provide observations and feedback on design thinking unit plan and implementation

Person Responsible
Christine.Shells@indianriverschools.org

Expected Evidence
Student engagement will increase. Teacher monitoring strategies will drive instructional and student needs through the design thinking process.

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Canvas lesson plans, walk through data

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Oslo Collaborative Planning Tool created with the six elements of L.A.U.N.C.H. clearly embedded to ensure all core classes are using the Design Thinking process daily as a natural progression of learning in Oslo Classrooms.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Collaborative Planning notes taken and submitted using the LAUNCH planning tool. Select teachers using an extended version of the LAUNCH tool as lesson planning template. Evidence will be seen in Collaborative Planning sessions as well as through observations of classroom lessons with the design thinking process guiding tasks.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Collaborative Planning notes, lesson plans, observations, student evidence.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings

Current discipline data shows 220 ODRs for the 2021-2022 School Year. Of these referrals, 141 were obtained by ESE students, 61 by White students, 88 black students, 33 hispanic, and 28 by multiracial/other. The highest number of Referrals received were due to Continuation of Level 2 Behaviors (72) followed by Inappropriate Behavior (61), fighting (33), and Failure to serve consequence (7).

Data Selection Rationale

Believing in Blue along with increased schoolwide PBiS plan, will decrease referrals, in-school and out-of-school suspensions. By addressing social emotional learning, building relationships, and promoting positive behaviors, suspensions and referrals will decrease by 5% or more. Other data to be measured includes frequency of respite pass use and student documentation for PBiS targeted students.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Positive Behavior Support Professional Development for all teachers with emphasis on in-class tiered interventions for student behavioral support and engagement/re-engagement strategies for students in tier 2 or 3 PBiS support.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
All teachers attend Professional Development and engage in the learning.

Monitor
Rhonda.Spivey@indianriverschools.org

Monitor Methods
Sign-in sheet, agenda, PBiS Powerpoint

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Identified in class and out-of-class support for teachers exhibiting a need for positive behavior support strategies and class engagement strategies.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
Teachers will show increased proficiency in tiered support for students exhibiting behavior concnerns as well as class engagement strategies. PBiS team members will provide in-class support with students as well as teacher support in implementing behavior plans and other student-specific supports

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Student documentation   Class PBiS support/visitation logs   Discipline data   Observational data

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Tier 1 implementation to be expanded including Friday focus on PBiS expectations inCafeteria with friendly competition and incentives for student awareness of/compliance withrules/procedures as well as proactive responsibility.

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
Increased engagement and Decreased time out of class for Tier 2 & 3 PBiS students.   Decreased ODRs and suspensions

Monitor
Rhonda.Spivey@indianriverschools.org

Phase 2: Full Implementation

Monitor Methods

Discipline data   Student Documentation   PBiS logs   Observational Data

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Culture and Climate goals are also to be addressed with faculty and staff through continued support and morale boosting give-aways. "Believe in BLUE" embedded across campus in order to be proactive instead of reactive: "Build Relationships, Stay Learning Centered, Understand each student has individual needs,and Excel at preparing every Wildcat for the future through inquiry, technology, rigor, and kindness!"

Person Responsible
Rhonda.Spivey@indianriverschools.org

Expected Evidence
Strengthened relationships between staff and students

Monitor
Rhonda.Spivey@indianriverschools.org

Monitor Methods
Discipline data   Student Documentation   PBiS logs   Observational Data

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
According to PowerBI Goal Tracker our current school grade prediction is 48% C.   Our Predicted ELA Achievement is 37%, ELA LG is 36%, and ELA LG BQ is 41%   Our Prediceted Math Achievement is 47%, Math LG is 61%, and Math LG BQ is 68%   Our Predicted Science Achievment is 49%   Our Predicted Social Studies Achievment is 47%   Our Accleration Goal is 78%

Data Selection Rationale
A focus on academic achievement for ALL students is required by ALL staff. Standards-based instruction aligned to grade level rigor will lead to achievement gains. Consistent Collaborative planning will include common daily standard, target, essential question, Higher Order Thinking Questions, and daily Formative assessments. This outcome will be measured through consistent classroom observations by administration and instructional coaches to find at least 75% of classrooms show evidence of these elements in place. Continued improvement in collaborative planning will impact rigorous instruction leading to achievement gains on assessments

Implementation Steps

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Core classes Collaborative Planning will include increased focus on common HOT Qs and Formative Assessments aligned to rigor of standard through structured LAUNCH collaborative planning tool.

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
Lesson plans are consistent across grade level pairs and include appropriate HOT Qs, formative assessments, and use the LAUNCH collaborative planning tool.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Lesson plan monitoring and feedback, collaborative planning monitoring and feedback.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Monitoring standards-based instruction aligned to grade level rigor with consistent and constructive feedback.

Phase 2: Full Implementation

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
Changes in standards based instruction due to lesson plan and walkthrough feedback.

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Walkthrough observation checklist and feedback   Lesson Plans feedback in Canvas   Collaborative Planning feedback

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Collaborative Planning Protocol tool created specifically for Oslo teachers- to be used in all Collaborative Planning sessions with each element of L.A.U.N.C.H. embedded

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Use of new Oslo Collaborative Planning Protocol should be evident in all core class collaborative planning sessions

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Admin and Instructional Coach presence at collaborative planning sessions.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Professional Development on Effective Questioning and embedding Higher Order Thinking Questions into lesson plans and collaborative planning.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Sign In Sheets from PD   Exit Ticket HOTQs   Teacher Participation and Engagement

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
HOTQ's embedded in the lesson plans   HOTQ's evidence in LAUNCH Collaborative Plan   Observational Data in Classrooms Walkthroughs

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
ESSA subgroup data is below 41% for ESE and Mutli-racial students (2019).   According to PowerBi- ELA Predicted BQ LG is 41%, Math Predicted BQ LG is 68%

Data Selection Rationale
Through teacher support in the area of providing appropriate differentiation, students will be strengthen academic skills in processing, comprehension, and application of new knowledge.   Specific and targeted instruction for ESE students, African American students, and Multiracial subgroups will lead to an increase in proficiency and gains for our identified ESSA subgroups who are in need of increased support and intervention.   Increased differentiation for ALL students will be measured through consistent classroom observations by administration and instructional coaches. At least 75% of teachers will show evidence of differentiation in lesson plans and classroom implementation. Continued improvement in best practices and data-driven differentiation will impact rigorous instruction leading to achievement gains on assessments for Bottom Quartile, ESE, African-American, and multi-racial students

Implementation Steps

Academics

Phase 2: Full Implementation

High Yield Strategy
Differentiated Instruction

Implementation Step
Grade Level Data Chats regarding the progess and needs of Bottom Quartile students. Students also identified were our ESSA Subgroups- ESE/Multi-racial.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Sign In Sheets   BQ Data Findings Spreadsheet

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
BQ Spreadsheet analysis

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Weekly Collaborative Planning with Instructional Coaches and/or Administration to include explicitly identified strategies for differentiation according to student data with specific focus for Bottom Quartile, ESE students, African American students, and Multiracial subgroups.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence
Differentiation implemented during classroom instruction

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Collaborative Planning Exit Ticket   Differentiation noted in Canvas Lesson Plans   Observation and Walkthrough Data

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Teacher training in Intensive Reading on the 30-30-30 model of differentiated instructional groupings.

Person Responsible
Joanna.Roux@indianriverschools.org

Expected Evidence
Small Group Instruction planned for during collaborative planning.

Monitor
Craig.Kinsley@indianriverschools.org

Monitor Methods
Collaborative Planning Exit Ticket   Walkthrough Data and Monitoring Checklist   Evidence of 30-30-30 model in lesson plans with explict teacher group instruction

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
ESE teachers to collaborate with admin, coaches, and teachers around appropriate and consistent support strategies for ESE students, consistent targeted scheduling of time, and data tracking for ESE student progress through iReady, work samples and formative assessments, and observation. Implementation of learning strategies classes as an elective for our targeted ESE students

Person Responsible
Eddie.Robinson@indianriverschools.org

Expected Evidence
ESE teachers using consitent support strategies

Monitor

Phase 2: Full Implementation

Eddie.Robinson@indianriverschools.org

Monitor Methods

Collaborative Planning Meetings/ Exit Tickets   ESE classroom schedules and observations

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step

Administration to monitor instruction and provide feedback with specific focus around differentiating for most needy students

Person Responsible
Craig.Kinsley@indianriverschools.org

Expected Evidence

Bottom Quartile, ESE, ELL increased performance and growth

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods

ESE Department Meetings   Walkthrough and Observation Data   Data Review for Bottom Quartile, ESE, ELL

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step

After School Tutoring to be offered for core classes.

Person Responsible
Brandi.Byrd@indianriverschools.org

Expected Evidence

Increased student achievement

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods

Student Sign Up   Teacher Activities/Lessons   Observations and Walkthroughs

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Although ELA Achievement rose by 2%, ELA learning gains decreased by 7 percentage points, and ELA Bottom Quartile Learning gains decreased by 6%.   MATH achievement dropped 8%, Math Learning gains dropped 15%, and Math Bottom Quartile learning gains dropped 17%.   Science Achievment dropped 3%.   Social Studies Achievement increased 3%   MS Acceleration increased 7%

Data Selection Rationale
This data indicates a need for higher levels of engagement in multiple subject areas. Through Design Thinking Lesson planning and implementation, we will focus on increasing engagement and inquiry-based, student-centered classrooms.   Using the design thinking process students will work collaboratively and critically to solve problems. Students will engage in inquiry cycles to develop a deeper understanding of the content. Using the design thinking process across content areas, students will increase the depth at which they proceed through the inquiry cycle. Each quarter, we will see an additional two classrooms using the LAUNCH cycle during instruction as we move toward future full-school implementation.

Implementation Steps

School Theme

High Yield Strategy
Engagement Strategies

Phase 2: Full Implementation

Implementation Step
LAUNCH professional development with all teachers to learn the framework for design thinking.

Person Responsible
Christine.Shells@indianriverschools.org

Expected Evidence
Teacher participation from Nearpod   Sign In Sheets

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Sign In Sheets

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Implementation of LAUNCH Design Thinking projects during the 2nd quarter in critical thinking classes.

Person Responsible
Christine.Shells@indianriverschools.org

Expected Evidence
Lesson Plans indicating LAUNCH Project   Observational Data   Critical Thinking Curriculum Maps with LAUNCH focus

Monitor
Eddie.Robinson@indianriverschools.org

Monitor Methods
Lesson Plans Checks   Classroom observations and feedback

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Critical Thinking classes will collaboratively plan Pi Day School Carnival based on the LAUNCH Design Thinking framework which will result in Pi Day booths that will also promote school culture and climate.

Person Responsible
Marsha.Reese@indianriverschools.org

Expected Evidence
Collaborative Lesson Planning Notes   Student Booth Proposals   Student Participation in Carnival/Engagement

Monitor
Christine.Shells@indianriverschools.org

Monitor Methods
Lesson Plan Checks   Collaborative Planning Notes/Observations   Observational Data and Feedback

0121 Pelican Island Elementary School

School of Environmental Science

Felice Bagley , Principal

1355 Schumann Drive

32958 FL Sebastian

772-564-6500

Vision
Inspire our Pelicans to SOAR to Success.

School Mission
Empower our Pelicans to make every day earth day, positively impacting our school, our community, and our world.

SCHOOL NARRATIVE

At Pelican Island Elementary, we believe that Earth Day is every day, and we set up our learning environment in a way that expands beyond the pages of a textbook, beyond the four corners of a classroom, and beyond the outskirts of the protected nature preserve on which our school is set. Our Pelicans learn through an engaging, solution-oriented approach to issues impacting our community and environment.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
11	Keen, Jeramy	Asst Principal Elementary	Jeramy.Keen@indianriverschools.org	Pelican Island Elementary School
11	Bagley, Felice	Principal Elementary School	Felice.Heppern@indianriverschools.org	Pelican Island Elementary School
11	Whelan, Kelsey	Math Coach	Kelsey.Whelan@indianriverschools.org	Pelican Island Elementary School
11	Willems, Josephine	Reading Coach, Elementary	Josephine.Willems@indianriverschools.org	Pelican Island Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 11

School Code	0121	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	54.9
Grades Served	K-5	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students 26%

Economically Disadvantaged Students 46%

English Language Learners	*
Hispanic Students	53%
Multiracial Students	*
Students with Disabilities	38%
White Students	59%
Asian Students	*

Needs Assessment Summary

Through data analysis, the two ESSA subgroups that fall below 41% are African American students (26%) and student with disabilities (38%). We will use Differentiation and Formative Assessments to address the ESSA subgroups of students with disabilities and African American students. We will also incorporate culturally responsive teaching and student engagement within STEAM integration through the lense of environmental science.

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	47	0121
2018	C	46	0121
2019	C	48	0121

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
During the 2020-2021 school year, of the 81 office discipline referrals, 43% of the referrals were assigned to African American students, while only 21% of our student population is African American.

Data Selection Rationale
Because of this, PIE will be focusing on cultural responsiveness and restorative practices. "Cultural responsiveness is not a practice; it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students" (Hammond, 2015). This will help not only reduce ODRs, but also improve academics for our students.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Implementation of Sanford-Harmony social emotional learning program to provide social skills curriculum through the lens of culturally responsive teaching.

Person Responsible
Felice.Heppern@indianriverschools.org

Expected Evidence
Decrease in office discipline referrals (ODRs)   Increase in attendance rates   Implementation of Sanford-Harmony SEL Curriculum during 1st Quarter - minimum of 60% evident.

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
Schoolwide walk-throughs by the leadership team monthly during morning meetings for implementation of Sanford-Harmony SEL curriculum. 1st Quarter: 60% evident.   Documentation of lesson and skill in lesson plans weekly.   PBIS team reviews discipline data (ODRs and minor infractions) at least monthly.   Leadership team reviews attendance data at least monthly.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Execute PBIS school-wide. Host monthly meetings to discuss data, positive rewards, and interventions that the whole school supports.

Person Responsible
Jeramy.Keen@indianriverschools.org

Expected Evidence
Decrease in office discipline referrals (ODRs)   Increase in attendance rates

Monitor
Jeramy.Keen@indianriverschools.org

Monitor Methods
Schoolwide walk-throughs by the leadership team monthly for fidelity of positive reward systems. 1st Quarter: 60% evident.   Walkthroughs during interventions for fidelity checks.   PBIS team reviews discipline data (ODRs and minor infractions) at least monthly.   Leadership team reviews attendance data at least monthly.   Phone calls home for weekly positive office referrals.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on the FSA data for the 2020-2021 school year, PIE earned 50% ACH, 34% LG, and 33% BQ in ELA and 46% ACH, 25% LG, and 17% BQ in Math.

Data Selection Rationale
Using ELA and Math data to drive instruction, the core instructional program is aligned to Florida ELA BEST standards and Florida Math standards through weekly grade level meetings, professional development, monthly data chats, and weekly collaborative planning. Pacing guides and test item specifications are utilized to align standards based instruction, reteach, and ensure fidelity of instruction. The weekly collaborative planning meetings with coaches present will have a focus on differentiation, based on formative assessment results. This will also help increase the achievement of our students with disabilities and African American students.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step

Hold initial data meeting to review previous year's data and fall iReady ELA and Math data. Have a data meeting after each unit test, diagnostic, or DIBELs assessment to drive instruction for all students. Data meetings will also include a focus on expected goals for predicted proficiency and learning gains for all students, reviewing unit assessments, FSA, iReady and formative assessments.

Person Responsible
Felice.Heppern@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through schoolwide walk-throughs by the leadership team monthly. 1st Quarter: 60% evident. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%.

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
Walkthroughs during Tier 1/Tier 2 instruction aligns with the implementation of curriculum and data-driven goals. Initiate Tier 2 instruction for all students to remediate or enrich, based on data. Initial groups are formed after the fall diagnostic assessment and then adjusted as needed, based on additional data. Tier 2/Tier 3 grouping are based on student deficit. Unit assessments reviewed monthly with individual teachers and grade levels, and quarterly as a school.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Facilitate weekly collaborative planning with academic coaches and/or administration, and continue with Professional Development to ensure fidelity of curriculum.

Person Responsible
Josephine.Willems@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through schoolwide walk-throughs by the leadership team monthly. 1st Quarter: 60% evident. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%.

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
Attend weekly collaborative planning meetings and review meeting minutes. Daily walkthroughs to ensure lesson plans are implemented with fidelity.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Book study - "Advancing Formative Assessment in Every Classroom" (Moss, C. & Brookhart, S., 2019) to grow as educators and differentiate instruction.

Person Responsible
Jeramy.Keen@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through schoolwide walk-throughs by the leadership team monthly. 1st Quarter: 60% evident. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%.

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
*Book discussion - 9/23/21 Each grade level will present an assigned section on 11/1/21 Final showcase of implementation with artifacts as evidence. - 1/31/22 Chapters: Chapter 1 (Due date: 9/22) - The Lay of the Land - Admin/Coaches introduce and present framework for future sessions. Chapter 2 (Due date: 9/27) - Leveling the Playing Field - Kindergarten & Zans (ESE) Chapter 3 (Due date: 9/30) - Shifting from Correcting to Informing - 1st Grade & Diehl (ESE) Chapter 4 (Due date: 10/05) - Putting Students at the Center - 2nd Grade & Allerton (SLP) Chapter 5 (Due date: 10/08) - Getting Themselves to the Learning Target - 3rd Grade & Watson Chapter 6 (Due date: 10/12) - Enriching Classroom Discourse - 4th Grade & Sarus (ESE) Chapter 7 (Due date: 10/15) - Valuing Critical Thinking and Inquiry - 5th Grade & Lee (ESE) Chapter 8 (Due date: 10/19) - Leading a Culture of Collaborative Inquiry - Specials *Weekly walkthroughs to ensure effective use of formative assessments.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on the SDIRC STEAM Designation Elementary School Rubric for the 2020-2021 school year, PIE earned 61% (11/18 points) in the Student Learning Experiences indicator, with an overall designation of silver. In addition, the current proficiency rate on 2020-2021 Florida Science State Assessment (FSSA) was 38%.

Data Selection Rationale

As related to our school theme, our focus will be the cross-curricular implementation of STEAM education through the lens of a school of environmental science.   "With the ever-increasing complexity in the scientific world, providing a strong foundation through a conceptual understanding of scientific processes, crosscutting concepts, and disciplinary core ideas is essential to supporting learners' progression toward increasing levels of sophistication and application to innovative contexts and problems." (Hattie, Fisher, Frey, & Almarode, 2018)

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
During the 2020-2021 school year, of the 81 office discipline referrals, 43% of the referrals were assigned to African American students, while only 21% of our student population is African American.

Data Selection Rationale
Because of this, PIE will be focusing on cultural responsiveness and restorative practices. "Cultural responsiveness is not a practice; it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students" (Hammond, 2015). This will help not only reduce ODRs, but also improve academics for our students.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Implementation of Sanford-Harmony social emotional learning program to provide social skills curriculum through the lens of culturally responsive teaching.

Person Responsible
Felice.Heppern@indianriverschools.org

Expected Evidence
Decrease in office discipline referrals (ODRs) - Quarter 1 ODR's: , Quarter 2 ODR's.   Increase in attendance rates - Quarter 1 attendance rate: , Quarter 2 attendance rate:

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
Schoolwide walk-throughs by the leadership team monthly during morning meetings for implementation of Sanford-Harmony SEL curriculum. 1st Quarter Goal: 60% with actual evidence of 50%.   Documentation of lesson and skill in lesson plans weekly.   PBIS team reviews discipline data (ODRs and minor infractions) at least monthly.   Leadership team reviews attendance data at least monthly.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
PBIS school-wide SOAR Expectations executed. Host monthly meetings to discuss data, positive rewards, and interventions that the whole school supports.

Person Responsible
Jeramy.Keen@indianriverschools.org

Expected Evidence
Decrease in office discipline referrals (ODRs)   Increase in attendance rates

Monitor

Monitor Methods
Schoolwide walk-throughs by the leadership team monthly for fidelity of positive reward systems. 1st Quarter Goal: 60%, Actual evident: Walkthroughs during interventions for fidelity checks.   PBIS team reviews discipline data (ODRs and minor infractions) at least monthly.   Leadership team reviews attendance data at least monthly.   Phone calls home for weekly positive office referrals.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Based on the FSA data for the 2020-2021 school year, PIE earned 50% ACH, 34% LG, and 33% BQ in ELA and 46% ACH, 25% LG, and 17% BQ in Math.

Data Selection Rationale
Using ELA and Math data to drive instruction, the core instructional program is aligned to Florida ELA BEST standards and Florida Math standards through weekly grade level meetings, professional development, monthly data chats, and weekly collaborative planning. Pacing guides and test item specifications are utilized to align standards based instruction, reteach, and ensure fidelity of instruction. The weekly collaborative planning meetings with coaches present will have a focus on differentiation, based on formative assessment results. This will also help increase the achievement of our students with disabilities and African American students.

Phase 2: Full Implementation

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Continue data meetings to review previous year's data and fall iReady ELA and Math data. Have a data meetings after each unit test, diagnostic, or DIBELs assessment to drive instruction for all students. Data meetings will also include a focus on expected goals for predicted proficiency and learning gains for all students, reviewing unit assessments, FSA, iReady and formative assessments.

Person Responsible
Felice.Heppern@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through school-wide walkthroughs by the leadership team montly. 1st Quarter Goal was 60%, with actual evidence showing 48%. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%. ELA Predicted Proficiency rate in Power BI: 39% as of 10/6   Math Predicted Proficiency rate in Power BI: 39% as of 10/6

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
Walkthroughs during Tier 1/Tier 2 instruction aligns with the implementation of curriculum and data-driven goals. Tier 2 instruction for all students to remediate or enrich, based on data. Groups were formed after the fall iready diagnostic assessement. Tier 2/Tier 3 grouping are based on student deficit. Unit assessments reviewed monthly with individual teachers and grade levels, and quarterly as a school. Facilitate weekly collaborative planning with academic coaches and/or administration, and continue with Professional Development to ensure fidelity of curriculum. Daily walkthroughs to ensure lesson plans are implemented with fidelity.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Book study - "Advancing Formative Assessment in Every Classroom" (Moss, C. & Brookhart, S., 2019) to grow as educators and differentiate instruction.

Person Responsible
Jeramy.Keen@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through school-wide walkthroughs by the leadership team montly. 1st Quarter Goal was 60%, with actual evidence showing 48%. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%. ELA Predicted Proficiency rate in Power BI: 39% as of 10/6 Math Predicted Proficiency rate in Power BI: 39% as of 10/6

Monitor
Felice.Heppern@indianriverschools.org

Monitor Methods
*Book discussion - 10/8/21 Each grade level will present an assigned section on 11/1/21 Final showcase of implementation with artifacts as evidence. - 1/31/22 Chapters: Chapter 1 - The Lay of the Land - Admin/Coaches introduce and present framework for future sessions. Chapter 2 - Leveling the Playing Field - Kindergarten & Zans (ESE) Chapter 3 - Shifting from Correcting to Informing - 1st Grade & Diehl (ESE) Chapter 4 - Putting Students at the Center - 2nd Grade & Allerton (SLP) Chapter 5 - Getting Themselves to the Learning Target - 3rd Grade & Watson Chapter 6 - Enriching Classroom Discourse - 4th Grade & Sarus (ESE) Chapter 7 - Valuing Critical Thinking and Inquiry - 5th Grade & Lee (ESE) Chapter 8 - Leading a Culture of Collaborative Inquiry - Specials   *Weekly walkthroughs to ensure effective use of formative assessments.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Based on the SDIRC STEAM Designation Elementary School Rubric for the 2020-2021 school year, PIE earned 61% (11/18 points) in the Student Learning Experiences indicator, with an overall designation of silver. In addition, the current proficiency rate on 2020-2021 Florida Science State Assessment (FSSA) was 38%.

Data Selection Rationale
As related to our school theme, our focus will be the cross-curricular implementation of STEAM education through the lens of a school of environmental science. STEAM Vertical Plan K - Gardening 1st - Recycling 2nd - Human Impact (Local) 3rd - Environmental Economics 4th - Composting Recycling 5th - Human Impact (Global) VE: Communications - Butterfly Garden VE: Behavioral - Greenhouse Grade Level Partnerships: Kindergarten & 3rd Grade, 1st Grade & 4th Grade, 2nd Grade & 5th Grade, ESE classes (Inclusion) "With the ever-increasing complexity in the scientific world, providing a strong foundation through a conceptual understanding of scientific processes, crosscutting concepts, and disciplinary core ideas is essential to supporting learners' progression toward increasing levels of sophistication and application to innovative contexts and problems." (Hattie, Fisher, Frey, & Almarode, 2018)

Phase 2: Full Implementation

Implementation Steps

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Data chats will be held after each unit test to drive instruction for all students. Data chats will focus on expected goals for predicted proficiency and learning gains for all students. We will review unit assessments, FSA data, iReady and formative assessments. Data Chats - 9/21 - 5th Grade 9/27 - 3rd & 4th Grade 10/11 - 5th Grade 10/18 - 3rd Grade 10/25 - 4th Grade 11/08 - 5th Grade 11/29 - 4th Grade 12/13 - 2nd Grade

Person Responsible
Felice.Heppern@indianriverschools.org

Expected Evidence
Our area of focus is differentiation based on formative assessment results, and it will be observed through schoolwide walk-throughs by the leadership team monthly. 2nd Quarter: 60% evident. Another measurable outcome is our predicted proficiency rate, using unit assessment scores of at least 60%.   2021 - 2022 - Science Proficiency Goal: 50% Predicted Proficiency Rate in Power BI for Science: 47% as of 10/6 Unit Assessment #1: PIE 72% - District Avg 70%

Monitor
Jeramy.Keen@indianriverschools.org

Monitor Methods
Walkthroughs during Tier 1/Tier 2 instruction aligns with the implementation of curriculum and data-driven goals. Tier 2 instruction implemented for all students to remediate or enrich, based on data.   Unit assessments reviewed monthly with individual teachers and grade levels, and quarterly as a school.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Facilitate weekly collaborative planning with academic coaches and/or administration, to ensure fidelity of Discovery Ed and continue Professional Development with curriculum.   All grade levels (K-5 and special areas) will plan and implement cross-curricular STEAM education through the lens of environmental science.

Person Responsible
Jeramy.Keen@indianriverschools.org

Expected Evidence
2nd Quarter: 67% (16/24) on the Student Learning Experiences Indicator of the SDIRC STEAM Designation Elementary School Rubric. Science Fair is connected to school theme of Environmental Science and STEAM. The school goal is to have 75% of our projects connected to school theme.

Monitor
Jeramy.Keen@indianriverschools.org

Monitor Methods
Our area of focus is STEAM integration related to environmental science. It will be observed through weekly school-wide walk-throughs by the leadership team utilizing the SDIRC STEAM Designation Elementary School Rubric. STEAM School Designation Initial School Visit - 10/14 STEAM "Green" Team Monthly meetings - 3rd Wednesday of every month

0041 Rosewood Magnet School

School of STEAM and Core Knowledge
Adam Faust , Principal
3850 16th Street
32960 FL Vero Beach
772-564-3840

Vision
The vision statement of Rosewood Magnet School is" A...Rich Tradition and...Bright Future.." It is a succinct statement that embraces the mission of our school to educate every student where academic excellence leads to responsible, productive citizens. Our vision statement is mounted on the entrance to our school to remind us that academic excellence for our students is a result of eager to learn students, a challenging educational curriculum, dedicated teachers and staff, involved parents and community support. It embraces all we do. Believing and achieving excellence is the foundation of what our school is built upon. Through our "rich tradition" of excellence, we make a difference in each student's life and "brighten their futures" for a better tomorrow.

School Mission
The Mission of Rosewood Magnet, a Core Knowledge School, is to inspire a love of literacy and learning through engaging instruction, collaboration, and critical thinking with the support of dedicated teachers, staff, parents and community leading to academic excellence and globally minded students that will become responsible, productive citizens and leaders of tomorrow.

SCHOOL NARRATIVE
Rosewood Magnet is a collaborative community working together to ensure high academic achievement for all students. Our students learn traditional academics through an interdisciplinary approach using the thematic units from the Core Knowledge Curriculum integrated with a STEAM approach to teach the 21st century skills students will need for success in the future. Core Knowledge brings together history, science, music and art through hands-on learning experiences and culminating activities that cross content areas and have a strong tie to the performing arts. We provide students with "lived learning". They do more than just study the curriculum, they live it, explore it, act it out, investigate and experiment with the standards they are learning. We pride ourselves on our "Rich Traditions…. and Bright Futures…". What We Offer Magnet Program Core Knowledge Curriculum STEAM approach to instruction Integrated Learning Moonshot Tutoring Coding Club Cooking Club Girls on the Run Sanford Harmony SEL program Media Maker Space Chorus Drama Track Panther Performers Points of Pride "A" school grade PBIS Gold Model School High Impact Grant Recipient Five Star School Award Battle of the Books, 1st and 2nd place winner District Finalist, Teacher of the Year 2019-2020 DOE School of Excellence

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
5	Faust, Adam	Principal Elementary School	Adam.Faust@indianriverschools.org	Rosewood Magnet School
5	Norris, Jennifer	Asst Principal Elementary	Jennifer.Norris@indianriverschools.org	Rosewood Magnet School
5	Coleman, Jaime	Interventionist	Jaime.Coleman@indianriverschools.org	Rosewood Magnet School
5	Nesper, Megan	Teacher Exceptional Ed - Ve	Megan.Nesper@indianriverschools.org	Rosewood Magnet School
5	Topp, Stephanie	Teacher Exceptional Ed - Ve	Stephanie.Topp@indianriverschools.org	Rosewood Magnet School
5	Ross, Lisa	Reading Coach, Elementary	Lisa.Ross@indianriverschools.org	Rosewood Magnet School

SCHOOL DEMOGRAPHICS

SIP Plan Id 5

School Code	0041	Title I School	N
School Type	Elementary	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	35.6
Grades Served	K-5	Every Student Succeeds Act (ESSA) Status	

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	65%
Economically Disadvantaged Students	58%
English Language Learners	*
Hispanic Students	75%
Multiracial Students	75%
Students with Disabilities	53%
White Students	68%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	A	68	0041
2018	B	61	0041
2019	A	69	0041

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on the 20-21 student climate survey, an area of concern for students is lesson engagement (4.20 out of 5)

Data Selection Rationale
A variety of engagement strategies should be utilized throughout activities to increase student engagement. These strategies will be shared and planned for through grade level collaborative planning.   Here is the current table with strategies.

Grade/Strategy	8/30-9/6	9/13-9/20	9/27-10/4	10/11-10/18			
K	Think, Pair and are	Talking Chips	Talking Chips				
1	I have, who has?	Actors Toolbox	Actors Toolbox				
2	TPR-Total Physical Response	Cubes/Turn and Talk	Cubes/Turn and Talk				
3	Mixed, Pair and Share	Inside Outside Circle	Inside Outside Circle				
4	Vocab Toons	Jot Talk	Jot Talk				
5	Vocab Toons	Turn and Learn	Turn and Learn				

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
The leadership team will facilitate the sharing of one engagement strategy, during weekly, grade level collaborative planning sessions.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
Teachers will implement the engagement strategy each week then reflect with the team. Students will be cognitively engaged in their learning. Trend walks have been scheduled to collect evidence using a look for form and the goal is for at least 80% of classrooms to be observed using engagement strategies. These forms will be used to share trends, provide feedback and guide future decisions on engagement strategies.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Leadership team will monitor use and effectiveness through weekly, scheduled walk throughs during specified lessons where engagement strategy will be implemented.

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
K-5 trend walks with admin team to gain baseline data in the areas of student engagement strategies and differentation.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
Baseline data collected during the week of 8/30/21- 9 out of 26 or 34% of classrooms were observed using engagement strategies and 2 out of 26 or 8% of classrooms were observed differentiating instruction.   Data will be shared with grade chairs at 9/10/21 meeting.   9/7-9/10 trend walk data- 5 out of 17 or 29% of classrooms were observed using engagement strategies and 5 out of 17 or 29% of classrooms were observed differentiating instruction.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Weekly trend walks scheduled as follows; 8/30-K&3, 9/1-1&4, 9/3-2&5, 9/8-1&2 and 4&5, 9/10-CA&3, 9/13-K&5, 9/15-1&2, 9/17-ESE/Data Reveiw

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on our Reading and Math 20-21 FSA data, learning gains and bottom quartile learning gains are an area of concern.

Data Selection Rationale
Rti groups have been created and will start on 9-7-2021. The school wide time runs from 9:00-9:30 each daya and data is reviewed monthly to adjust groups as needed.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Grade levels will collaboratively plan twice a week with different members of the leadership team during which teams will focus on differentiating and scaffolding instruction in reading. Teams will reveiw subgroups during all data meetings to ensure that all students needs are being met and any gaps are being closed.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
Teachers will differentiate their instruction to meet all students needs and student achievement will increase. Data meetings will include teacher data refelction forms that include next steps for reteaching and scaffolding for students who are not mastering standards and expectations. These are reveiwed ingrades 3-5 after unify assessments and K-2 monthly. The walk to intervention model we are starting will address students who are on the verge of academic success and excelleration.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Teachers will be monitored through weekly trend walks during which the implementation of differentiated lessons will be evident in 80% or more classrooms.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
In 20-21, walkthrough trend data and grade level collaborative planning sessions have shown varying interpretations of understanding and implementation of Core Knowledge themes, STEAM integration and expected learning outcomes.

Data Selection Rationale
In order to give all students equitable access to Core Knowledge and STEAM, grade levels will need to collaboratively plan for high quality Core Knowledge and STEAM integrated lessons.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Provide PD to staff about why our school is a magnet for Core Knowledge, what Core Knowledge is, how it is sequenced and how it will increase all students achievement. Grade Levels will then review updated materials and place orders for the updated Core Knowledge materials

Person Responsible
Jennifer.Norris@indianriverschools.org

Expected Evidence
Teachers and staff will have a common understanding of what Core Knowledge is and how to access the current resources. They will recieve and utilize the updated resources during grade level collaborative planning.

Monitor
Jennifer.Norris@indianriverschools.org

Monitor Methods
Leadership team will collaboratively plan weekly with grade levels. Focus dates for each month will center around the Core Knowledge Sequence during the planning sessions.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
Based on the 20-21 student climate survey, an area of concern for our students is lesson engagement with a score of 4.2 out of 5. Updated trend walk data shows that 50% of classrooms observed were utilizing the planned for engagement strategies.

Data Selection Rationale
A variety of engagement strategies should be utilized throughout activities to increase student engagement. These strategies will be shared and planned for through grade level collaborative planning. Grade levels continue to intentionally plan for engagement strategies that can be used across content areas during collaborative planning.

Implementation Steps

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
Ongoing collaborative planning will continue to focus on a specific engagement strategy to be planned, presented and reflected on. Teachers will be responsible for updating the engagement strategy calendar that notifies team members the current engagement strategy that is being implemented.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
Ongoing trend walk data will reflect an increase in engagement strategies being implemented, increasing from 50% to 70% by the end of the second phase.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Ongoing trend walks by the leadership team will be used to collect data.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Based on 20-21 FSA Data, Learning Gains and Bottom Quartile Learning Gains were an area of concern. As of 11/1/21, Power Bi data indicates that 45% of students are expected to make a learning gain in ELA and 41% of our BQ students are expected to make a learning gain in ELA. As of 11/1/21, 48% of students are expected to make a learning gain in Math and 33% of our BQ students are expected to make a learning gain in Math.

Data Selection Rationale
Our current ELA school goals are for 72% of students to make a learning gain and 47% of our BQ students to make a learning gain. Our current Math school goals are for 75% of students to make a learning gain and 47% of our BQ students to make a learning gain.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
K-5 grade content area teachers recieved a full day PD with side by side planning with an amplify trainer.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
Data will be collected by ongoing trendwalks. The expected outcome is that 8/10 classrooms will be observed implementing the Amplify curriulum with fidelity by the end of phase 2.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Weekly trend walks focused on implementation of Amplify curriculum.

Academics

High Yield Strategy
Collaborative Planning

Phase 2: Full Implementation

Implementation Step
Grade levels will review Tier 2 and Tier 3 students' updated unit assessment weighted averages, progress monitoring data and iready usage and pass rates to determine students instructional needs.

Person Responsible
Jennifer.Norris@indianriverschools.org

Expected Evidence
We expect to see increased unit assessment weighted averages which will lead to an increase in % predicted learning gains and % predicted BQ learning gains as indicated in the Power Bi Predicted BQ Learning Gains and School Proficiency school grade tracker. Data decisions are tracked and continually updated using the Grade level One Drive Tier 2 and Tier 3 progress monitoring spreadsheets.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Data decisions are tracked and continually updated using the Grade level One Drive T2 and T3 progress monitoring spreadsheet. After each unit assessment, teachers reflect on the unit assessment trends, noticings then make remediation plans for students who struggled based on the standards data. These unit assessment reflections and plans are turned into administration within 1 week of unit assessment completion. Teacher follow up is completed when data is not consistent with positive trends.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
In 20-21, walkthrough trend data and grade level collaborative planning sessions have shown varying interpretations of understanding and implementation of Core Knowledge themes, STEAM integration and expected learning outcomes.

Data Selection Rationale
In order to give all students equitable access to Core Knowledge and STEAM, grade levels will need to continue to collaboratively plan for high quality Core Knowledge and STEAM integrated lessons.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Continued grade level collaborative planning focusing on STEAM and Core Knowledge integration. Next steps include monthly planning with district STEAM Team and visits on our designated STEAM days to observe and provide feedback.

Person Responsible
Adam.Faust@indianriverschools.org

Expected Evidence
At least 60% of classrooms observed will recieve a score of 12/18 points using the student learning experiences walkthrough tool by the end of phase two.

Monitor
Adam.Faust@indianriverschools.org

Monitor Methods
Ongoing trend walks will be focused on collecting data using the Student Learning Experiences Walkthrough tool during monthly grade level STEAM and Core Knowledge Integrated experiences.
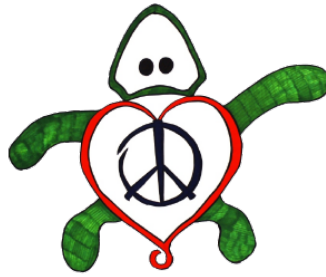
0191 Sebastian Elementary School of the Arts

School of the Arts

Letitia Whitfield-Hart , Principal

400 Sebastian Blvd

32958 FL Sebastian

772-978-8200

Vision
Developing a school-wide vision plan is part of our quarter one school of choice implementation plan.

School Mission
Sebastian Elementary School of the Arts, where we aim to develop students academically, artistically and socially so that they leave our school as independent, cooperative, responsible and creative young adults with a lifelong interest and ability in learning the arts.

SCHOOL NARRATIVE
Welcome to Sebastian Elementary School of the Arts where we expose K-5th grade students to Arts in a safe, nurturing and engaging learning environment. We channel their unique skills and talents through an integrated academic and arts program. We recognize that every student is unique in his or her strengths and challenges. Students will have opportunities to explore the fine arts and participate in clubs/activities which will prepare them for middle and high school fine arts activities. Students be given a personalized learning experience focused on literacy and math development while enjoying an incorporation of the Arts. 1. Students will enjoy a variety of different enrichment courses including: Music, Art, Theatre, and Dance. 2. Students will make a commitment to learning and a desire to expand his/her knowledge artistically and academically. 3. Students will experience Saturday Academies that include ART, Dance, Drum and Drama.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
4	Whitfield, Letitia	Principal Elementary School	Letitia.Whitfield@indianriverschools.org	Sebastian Elementary School of the Arts
4	Kohlstedt, Ashley	Asst Principal Elementary	Ashley.Kohlstedt@indianriverschools.org	Sebastian Elementary School of the Arts
4	Klein, Sharon	Literacy Coach	sharon.klein@indianriverschools.org	Sebastian Elementary School of the Arts
4	Hoyt, Cheryl	Interventionist	Cheryl.Hoyt@indianriverschools.org	Sebastian Elementary School of the Arts

SCHOOL DEMOGRAPHICS

SIP Plan Id 4

School Code	0191	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	63.7
Grades Served	K-5	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	41%
Economically Disadvantaged Students	50%
English Language Learners	*
Hispanic Students	55%
Multiracial Students	43%
Students with Disabilities	34%
White Students	58%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	50	0191
2018	B	61	0191
2019	C	53	0191

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

After analyzing discipline data, observational data by leadership and teacher/student/parent surveys, it was apparent that Sebastian Elementary's class communities were not consistently strengthened after the first nine weeks. Staff felt they did not possess the tools needed to be build a supporting and fulfilling learning environment.

Data Selection Rationale

Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance. When teachers create an atmosphere where students feel accepted, nurtured and secure, it sets the "stage" for learning and academic achievement.

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
Faculty and staff will receive the master schedule with a protected block that allows teachers to build community while focusing on life long learning skills. Teachers will use the Sanford Harmony program during this community building block.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
Evidence of Sanford Harmony Lessons through the collaborative planning process and classroom walkthroughs. Students will build community through self identity, positive relationships, and trust.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Weekly classroom walks to collect data on community building block schedule.   Monitoring student discipline trends.

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
Sebastian Elementary will incorporate a schoolwide "Full Ensemble", which is a time within morning announcements that gives all staff members and students a time to work as a team to form healthy connections through engaging activities. Here are the steps broken down: September 9th: Debbi Arseneaux from the Learning Alliance will deliver the purpose and benefits of a morning connection time within our class communities. September 15h: Begin "Full Ensemble" with Freeze Dance for three days.   September 20th   Glitter Jars for three days September 23rd   Mosquito for three days September 28th   Shakedown for three days October 5th   Stretch and Share with discussion prompt for three days   October 1st: Creative Leadership Team will plan "Full Ensemble" activities. The team will also use this day to reflect upon how "Full Ensemble" is being implemented.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Students and staff members will form positive relationships through a morning schoolwide ritual. Students will increase self regulation through using eye contact and self awareness. When students improve emotional regulation, they will be equipped to learn and problem solve.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Monitor discipline referrals   Class walkthroughs and participation in "Full Ensemble"

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

After anaylzing school-wide FSA data, Sebastian Elementary's achievement level dropped below district and state averages in all academic areas. According to Power BI, 44% of our 3rd, 4th, and 5th students scored a level 3 or above in ELA achievement. 40% of our 3rd, 4th and 5th graders scored a level 3 or above in math achievement, and 25% of our 5th graders scored a level 3 or above in Science achievement. Sebastian Elementary's Students with Disabilities Subgroup showed a 2% increase in ELA achievement, a 4% decrease in math achievement, and a 4% increase in science achievement. The African American subgroup showed a 20% decrease in ELA achievement, a 23% decrease in Math achievement, and a 22% decrease in Science Achievement when comparing data from the 2018-2019 school year.   Less SES students showed learning gains in 2021 when comparing to the 2018-2019 school year. ELA learning gains fell from 57% to 31% while Math learning gains decreased from 55% to 21%. The decreases were evident in both the SWD and African American Subgroups.   36% of our bottom quartile showed ELA learning gains and only 17% of our bottom quartile showed learning gains in Math. When looking at bottom quartile subgroup data, 22 % of our students with disabilities made learning gains, which is a 3% increase from 2019. 17% of our students with disabilities made learning gains, which is a 29% decrease from 2019. 33% of our African American bottom quartile made ELA learning gains (a 5% increase), while 13% of our African American bottom quartile students made Math learning gains (a 37% decrease).

Data Selection Rationale

For the past three years, the percentage of our students scoring 3 or above on the Florida Standards Assessment for ELA and Math has been below the district and state averages. Additionally, students have shown little to no growth in both academic areas. FSA learning gains data proves our students have fallen farther behind compared to 2019. As a result of academic decline at Sebastian Elementary, grade level teams solidfy purposeful collaborative structures that will: focus on long range standards-based planning, creating and evaluating standards aligned tasks, differentiation strategies, student supports for skill deficits, common formative assessments, and data analysis.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Administration will build a master schedule with protected times and spaces that allow general education, exceptional education and coaches to work collaboratively to plan standards-align instruction.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
Collaborative planning documents and classroom walks to ensure that the master schedule is meeting students' needs.   Increased student engagement based on classroom walkthroughs and observation data.   Improved learning opportunities as evidenced by L25 schedules.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Classroom walkthroughs   Collaborative planning notes

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Administration, teachers and coaches will establish norms and expectations of collaborative planning. Scheduled weekly collaborative planning sessions will begin the week of August 16th.

Person Responsible
sharon.klein@indianriverschools.org

Expected Evidence
During planning, general education and special education teachers will record learning goals, success criteria, formative assessments, differentiation, and lesson delivery using district Collaborative Planning tools.   Similar lesson plans will be implemented across same subjects of same grade levels. Teachers will reflect on successes and areas on improvement during collaborative planning sessions.   Teachers will use Teacher Success Planners to display lesson plans during leadership walk throughs.   Students will show academic growth across subject areas on formative and summative assessments.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Copies of the collaborative plan tools documentation will be submitted to Mrs. Hart weekly.   Weekly walk throughs monitoring collaborative planning "looking for" Success Planners open to current lesson and similar teacher teaching points and student tasks among teams (August 24th, August 31st, September 7th, September 14th, September 21st, September 28th).   Administration will be present and participate at weekly collaborative planning.   Leadership teams will monitor student growth through weekly data talks.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Teachers will begin using a "Weekly Student Success" Binder that houses collaborative lesson plans, Multi-tiered Systems of Supports progress monitoring with specific interventions, and student data to use during collaborative planning. Teachers will have the binder open to the appropriate date/lessons daily.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
   Teacher Success Planners with weekly plans

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Weekly leadership team walkthroughs that will collect data on Student Success Binder use (August 26th, September 9th, September 23rd).   Monitor and model binder usage during weekly collaborative planning meetings and data chats.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
3rd-5th general education teachers, ESE teachers, interventionists, administration, and coaches will meet to discuss individual student needs within the MTSS framework. The team will collaborative to construct SMART groups (Tier 2 and Tier 3 interventions) using Iready Diagnostic scores, Sonday results, and Amplify Beginning of the Year Assessment. As a result from this collaboration, teachers will use the scheduled, protected intervention time to implement interventions, beginning September 13th. In three weeks, the team will meet, reflect, regroup and problem solve any concerns.   Grades 1 and 2 will begin this process after we finish administering the DIBELS assessment.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Teacher efficacy within the MTSS framework will grow as teachers problem solve collaboratively. Students will receive interventions that will build reading fluency and close the academic gap.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Administrative participation during data talks and SMART time planning.   Fidelity walk throughs to monitor SMART time blocks and intervention implementation.   Regular data checks to monitor student achievement and teacher fidelity.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
In 2021, according to FSA generated School Data, Sebastian Elementary's ELA, Mathematics and Science achievement fell below district and state averages. Only 24% of Students with Disabilities (SWD) achieved proficiency in ELA and 29 % achieved proficiency in Mathematics. 14 % of SES's African American students achieved proficiency in ELA and 18% achieved proficiency in Mathematic.

Data Selection Rationale
Research has made connections between the arts and academic achievement, particularly when it comes to three areas: listening to music and spatial-temporal reasoning; learning to play music and spatial reason; and classroom drama and verbal skills: (Mason, Steedly, & Thormann, 2005). Based on a broad array of research, an arts-rich curriculum contributes to the academic and social growth of a wide range of learners and will provide opportunity and meet individual instructional needs of Sebastian Elementary's diverse population of learning styles. "Schools integrating the arts into curriculum as part of a comprehensive reform strategy are documenting positive change in school environment and improved student performance. " (Richard Deasy). To promote a positive learning environment, increasing student engagement and improving student achievement across modalities and content area, Sebastian Elementary will focus on integrating music, drama, dance and visual art within standards-based Tiered 1 instruction.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Sebastian Elementary will attend a professional develop "Building Creative Capacity School-Wide" that will focus on utilizing arts infused, research based teaching approaches while embedding innovation, collaboration, sustainablilty and renaissance schoolwide. Teachers will collaborate to build a new vision for Sebastian Elementary School of the Arts. A Creative Leadership Team will be formed to carry out the vision of SES.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
Teachers will better understand the research behind the arts integration teaching approach, which will increase creativity across content areas. SES will form a creative leadership team that will finalize the new vision statement and map a one year plan to incorporate arts integration within Tier 1 instruction. Creative Leadership will communicate the vision and plan with the SES staff.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Administration will participate in the the Creative Leadership Team to support the team to finalize the school vision statement and construct a sustainable year plan.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Sebastian Elementary will name the Creative Leadership Team- Stacey Cephus, Peggy Ganger, Heidi Evans, Sophia Strazinsky, Claudia Manfredi, Elizabeth Shukri, Donna Ross, Erin Sarki, Tony Adkins, Sharon Klein, Ashley Kohlstedt and Letitia Whitfield-Hart. On October 1st, the Creative Leadership will use feedback from the faculty and create the new vision of SES. The Creative Leadership Team will debrief after "Full Ensemble" has been implemented.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
The Creative Leadership team will assist the SES to build a new vision that includes the voice of all stakeholders.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Participation in Creative Leadership Team   Feedback from SES faculty, staff, families, and students

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
In October of 2021 our school will have a daily implementation of "Full Ensemble". Every morning the entire school will be asked to take their "Ensemble" positions. At this time everyone will go to ensemble and participate in a schoolwide connecting activity that focuses on building community, leadership skills and lifelong learning skills. Debbie Arseneaux will give an overview of "Full Ensemble" and the benefits to faculty on September 9th.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Students, teachers, teacher assistants, coaches, administration, cafeteria workers, front office staff, and other stakeholders will connect with eachother daily during morning Full Ensemble.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Monday through Friday, Leadership team will be present in classes throughout the campus to participate and observe in Full Ensemble implentation.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
After analyzing discipline data, observational data by leadership and teacher/student/parent surveys, it was apparent that Sebastian Elementary's class communities were not consistently strengthened after the first nine weeks. Staff felt they did not possess the tools needed to be build a supporting and fulfilling learning environment.

Data Selection Rationale
Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance.   When teachers create an atmosphere where students feel accepted, nurtured and secure, it sets the "stage" for learning and academic achievement.

Implementation Steps

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
Faculty and staff will continue following the master schedule with a protected block that allows teachers to build community while focusing on life long learning skills. Teachers will continue using the Sanford Harmony program during this community building block.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
Evidence of Sanford Harmony Lessons through the collaborative planning process and classroom walkthroughs. Students will build community through self identity, positive relationships, and trust.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Weekly classroom walks to collect data on community building block schedule.   Weekly data analysis meetings focusing on student discipline trends.

School Culture

High Yield Strategy
Collaborative Planning

Implementation Step
Sebastian Elementary will continue incorporating a schoolwide "Full Ensemble", which is a time within morning announcements that gives all staff members and students a time to work as a team to form healthy connections through engaging activities. Here are the steps broken down: Monday: Freeze Dance Tuesday: Glitter Jars Wednesday: Mosquito Thursday: Shakedown Friday: Stretch and Share with discussion prompt   November 5th and December 3rd: . The team will also use this day to reflect upon how "Full Ensemble" is being implemented.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Students and staff members will form positive relationships through a morning schoolwide ritual. Students will increase self regulation through using eye contact and self awareness. When students improve emotional regulation, they will be equipped to learn and problem solve.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Monitor discipline referral and attendance trends Weekly Class walkthroughs and participation in "Full Ensemble"

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Unit 1 ELA Assessment

- When analyzing the Unit 1 ELA assessment, the average score was slightly below the district average in 3rd, 4th, and 5th grades.

- The average Unit 1 district score in 3rd grade is 59% and the average score at SES is 57%. 33% of our third grade bottom quartile scored above a 70 percent on Unit 1 ELA

Phase 2: Full Implementation

Assessment. 40% of SES ESE students scored a 70% or above while 42% of our African American 3rd graders scored a 70% or above on the Unit 1 ELA Assessment.

- The average Unit 1 district score in 4th grade is 61% and the average score at SES is 60%. 0% of 4th Grade bottom quartile (35%) scored a 70% or higher. 0% of our 4th grade ESE population scored a 70% or higher while 0% of our 4th grade African American students scored in the green.

- The average Unit 1 district score for 5th grade is 52% and the average score at SES is 48%. 8% of our bottom quartile (35%) scored 70% or above. 15% of our 5th grade ESE population scored a 70% or above while only 16% of our African American students scored in the green.

Math Unit Assessments

- When analyzing math unit assessments, the weighted average score was below district average in 3rd, 4th, and 5th grades.

- The average Unit 1 district score for 3rd grade is 64% and the average score for SES is 48%. The district average score for the Bottom 35% is 48% and the average score for the Bottom 35% at SES is 25%. The average district ESE score is 48% while SES's ESE population scored an average of 40%. The district average for African American students is 48% while the SES African American students is 44%.

- The average Unit 1 district score for 4th grade is 62% and the average score for SES is 54%. The district average score for the Bottom 35% is 54% and the Bottom 35% at SES is 34%. The average district ESE score is 54% and the average SES score for the ESE population is 44%. The average district score for African American students is 54% and at SES 47%.

- The district weighted average score for 5th grade unit assessments is 62% and the average score for SES is 55%. The district average score for the Bottom 35% is 60% and the average Bottom 35% for SES is 32%. The district average score for African American students is 60% and the SES average score for African Americans is 55%.

Data Selection Rationale

Sebastian Elementary's greatest gap when compared to district average is math proficiency (-16 in 3rd grade, -8 in 4th grade, -7% in 5th grade).

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Administration, teachers and coaches will continue implementing established norms and expectations within a collaborative planning structure. Scheduled weekly collaborative planning sessions will continue through second quarter.

Person Responsible
Letitia.Whitfield@indianriverschools.org

Expected Evidence
During planning, general education and special education teachers will record learning goals, success criteria, formative assessments, differentiation, and lesson delivery using district Collaborative Planning tools.   Similar lesson plans will be implemented across same subjects of same grade levels. Teachers will reflect on successes and areas on improvement during collaborative planning sessions.   Teachers will use Teacher Success Planners to display lesson plans during leadership walk throughs.   Students will show academic growth across subject areas on formative and summative assessments.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Copies of the collaborative plan tools documentation will be submitted to Mrs. Hart weekly. Weekly walk throughs monitoring collaborative planning "looking for" Success Planners open to current lesson and similar teacher teaching points and student tasks among teams . Administration will be present and participate at weekly collaborative planning. Leadership teams will monitor student growth through weekly data talks. Quarterly Impact Reviews

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
1st-5th general education teachers, ESE teachers, interventionists, administration, and coaches will meet to discuss individual student needs within the MTSS framework. The team will collaborative to construct SMART groups (Tier 2 and Tier 3 interventions) using progress monitoring data, Iready Diagnostic scores, Sonday results, and Amplify Fluency Assessment. As a result from this collaboration, teachers will use the scheduled, protected intervention time to implement interventions, beginning November 9th. In three weeks, the team will meet, reflect, regroup and problem solve any concerns.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Teacher efficacy within the MTSS framework will grow as teachers problem solve collaboratively. Students will receive interventions that will build reading fluency and close the academic gap.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Administrative participation during data talks and SMART time planning. Fidelity walk throughs to monitor SMART time blocks and intervention implementation. Regular data checks to monitor student achievement and teacher fidelity.

Phase 2: Full Implementation

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Schedule targeted grade levels into 90 minute math blocks to support the time required to implement Go Math and Iready curriculums with fidelity, including a scheduled small group block to provide time for structured mathematics small group instruction, fluency development and review.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Mathematics performance will improve across grade levels for all students. Teachers will develop explicit and systematic instruction using district mandated curriculum.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Progress monitoring efforts will inform progress toward the desired out come. Analysis and review of Iready Diagnostic assessments along with unit assessment data will inform improvement in grade level proficiency across grade levels and subgroups while revealing areas for continued focus and support.   The school leadership team will guide data analysis efforts through targeted mathematics grade level professional development and MTSS meetings in order to facilitate targeted efforts for Mathematics improvement.   Leadership team will provide feedback on walkthroughs and progress monitoring data to support improved instructional practice, reteaching of concepts to address misconceptions and support intervention implementation.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Professional development opportunities that will be provided during this phase to support teachers and leaders will include opportunites related to the implementation of AMPLIFY curriculum, engagement strategies incorporating mathematical discourse, progress monitoring and goal setting with Iready, targeted coaching opportunities in ELA , Mathematics, and/or Science based on walkthrough data and feedback.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Student engagement walkthrough data will improve.   Student proficiency on Unit Assessments will increase.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Walkthough data and feedback   Data Analysis of Iready and Unit Assessments   Reflection opportunities during collaborative planning blocks

Academics

High Yield Strategy
Collaborative Planning

Implementation Step

Person Responsible

Expected Evidence

Monitor

Monitor Methods

Academics

High Yield Strategy
Collaborative Planning

Implementation Step

Person Responsible

Expected Evidence

Monitor

Monitor Methods

Data & Systems Review Organizer

Phase 2: Full Implementation

School Theme

Phase 2: Full Implementation

Data Findings

In 2021, according to FSA generated School Data, Sebastian Elementary's ELA, Mathematics and Science achievement fell below district and state averages. Only 24% of Students with Disabilities (SWD) achieved proficiency in ELA and 29 % achieved proficiency in Mathematics. 14 % of SES's African American students achieved proficiency in ELA and 18% achieved proficiency in Mathematics.

Data Selection Rationale

Research has made connections between the arts and academic achievement, particularly when it comes to three areas: listening to music and spatial-temporal reasoning; learning to play music and spatial reason; and classroom drama and verbal skills: (Mason, Steedly, & Thormann, 2005). Based on a broad array of research, an arts-rich curriculum contributes to the academic and social growth of a wide range of learners and will provide opportunity and meet individual instructional needs of Sebastian Elementary's diverse population of learning styles. "Schools integrating the arts into curriculum as part of a comprehensive reform strategy are documenting positive change in school environment and improved student performance. " (Richard Deasy). To promote a positive learning environment, increasing student engagement and improving student achievement across modalities and content area, Sebastian Elementary will focus on integrating music, drama, dance and visual art within standards-based Tiered 1 instruction.

Implementation Steps

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
SES will continue daily implementation of "Full Ensemble". Every morning the entire school will be asked to take their "Ensemble" positions. At this time everyone will go to ensemble and participate in a schoolwide connecting activity that focuses on building community, leadership skills and lifelong learning skills. During this time a focus on common vocabulary (ensemble, spotlight, celebration) will be implemented. Debbie Arseneaux will continue to support our staff with "Full Ensemble" implementation.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Students, teachers, teacher assistants, coaches, administration, cafeteria workers, front office staff, and other stakeholders will connect with eachother daily during morning Full Ensemble while focusing on common vocabulary within the arts.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Monday through Friday, Leadership team will be present in classes throughout the campus to participate and observe in Full Ensemble implentation.   Leadership team will read Canvas discussions to better support the sustainability of Full Ensemble initiatives

---

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Sebastian Elementary will continue meeting monthly as a Creative Leadership Team- (Stacey Cephus, Peggy Ganger, Heidi Evans, Sophia Strazinsky, Claudia Manfredi, Elizabeth Shukri, Donna Ross, Erin Sarki, Tony Adkins, Ashley Kohlstedt and Letitia Whitfield-Hart). The Creative Leadership will use feedback from the faculty to carry out the new vision. This phase, the Creative Leadership will specifically establish a strategic plan to assist teachers to embed design thinking and innovative, arts infused teaching strategies school-wide. The leadership team will develop a CANVAS course that gives teachers the opportunity to share ideas and to give feedback on arts focused initiatives. The Learning Alliance will be an active participant in this initiative.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Teachers will feel unified within our arts initiative and develop a collective buy in of the new vision. Teachers will have the opportunity to collaborate strategies that bring our vision to life.

Monitor
Ashley.Kohlstedt@indianriverschools.org

Monitor Methods
Participation in Creative Leadership Team and Canvas Course Feedback from SES faculty, staff, families, and students Walkthroughs during specials classes   Active participation with developing a strategic plan

---

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step

Phase 2: Full Implementation

The specials team (art, music, media) will collaboratively plan with target grade levels to integrate visual arts, music and drama into Amplify units. Specials teams will support tier 1 instruction within their specials block and enrichment times.

Person Responsible
Ashley.Kohlstedt@indianriverschools.org

Expected Evidence
Special teachers will link arts strategiesand activities with Amplify curriculum and instruction through multiple disciplines   Student engagement and achievement will increase during ELA blocks across grade levels and subgroups.

Monitor
Letitia.Whitfield@indianriverschools.org

Monitor Methods
Classroom walkthroughs targeting engagement strategies and links to the Amplify curriculum.   Monitor the Canvas Creative Leadership course for participation and feedback.

0371 Storm Grove Middle School

A STEAM School Focused on the Environment and Arts

Anne Bieber , Principal

6400 57th Street

32967 FL Vero Beach

772-564-6400

Vision

At Storm Grove Middle School, we strive to Inspire and Empower ALL students to maximize their full potential in Science, Technology, Engineering, Arts, and Math creating a pathway to become responsible citizens and Successful Innovative Leaders

School Mission

Storm Grove was built on land important to the heritage of Indian River County and established under a Green School Initiative. We want our students to become Stewards of our Global Community through their Knowledge and Leadership.

SCHOOL NARRATIVE

Storm Grove Middle school is a STEAM school, focused on the Environment and the Arts. While STEAM is Science, Technology, Engineering, Arts and Math we wanted to focus on the whole student, so we created a play on words with STEAM including Social Skills, Teamwork, Environment, Accountable and Mindful. We are taking a project-based approach where students will work collaboratively on a project based on the environment. Students will incorporate whichever art they find their strength, whether band, orchestra, drama, chorus, speech, marketing or traditional art students will be able to express themselves in their work. We are preparing students for high school but beyond that to be able to work collaboratively, to be mindful, environmental, global citizens.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
22	Bieber, Anne	Principal Middle School	Anne.Bieber@indianriverschools.org	Storm Grove Middle School
22	Taylor, Christopher	Asst Principal Middle School	Christopher.Taylor@indianriverschools.org	Storm Grove Middle School
22	Duchemin, Dawn	Asst Principal Middle School	Dawn.Duchemin@indianriverschools.org	Storm Grove Middle School
22	Bethel, Robyn	Asst Principal Middle School	Robyn.Bethel@indianriverschools.org	Storm Grove Middle School
22	Demeter, Nancy	Math Coach - M/j	Nancy.Demeter@indianriverschools.org	Storm Grove Middle School
22	Nasci, Maria	Reading Coach, Middle	Maria.Nasci@indianriverschools.org	Storm Grove Middle School
22	Martinelli, Joan	Teacher Science Middle	Joan.Martinelli@indianriverschools.org	Storm Grove Middle School
22	Harris, Caitlin	Teacher Social Studies Middle	Caitlin.Harris@indianriverschools.org	Storm Grove Middle School

Plan Id	Name	Position	Email	School Name
22	Goodin, Michelle	Resource Specialist	Michelle.Goodin@indianriverschools.org	Storm Grove Middle School
22				

SCHOOL DEMOGRAPHICS

SIP Plan Id 22

School Code	0371	Title I School	N
School Type	Middle	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	42.0
Grades Served	6-8	Every Student Succeeds Act (ESSA) Status	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	37%
Economically Disadvantaged Students	40%
English Language Learners	41%
Hispanic Students	40%
Multiracial Students	47%
Students with Disabilities	28%
White Students	55%
Asian Students	96%

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	B	55	0371
2018	C	53	0371
2019	C	50	0371

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

According to our climate data, students feel that they are not recognized for the good things they do and that teacher's lessons are not keeping their attention. Teachers reported that the school does not have consistent and fair behavioral expectations for students. Storm Grove Middle had 260 Office Discipline Referrals and assigned 143 days of In-School Suspension during the 2020-21 school year. After reviewing the results of the surveys and a review of discipline data, we will implement Kagan Strategies training for all teachers on August 3rd. In addition, Storm Grove will work closely with the success coach to revamp the PBIS program. The revamping includes more student and staff recognitions and student incentives. The success coach will also work closely with teachers on classroom management skills.

Data Selection Rationale

We value the opinions of staff and students to have a better understanding of the school climate to assist us in creating specific action plans to improve our school culture. We reviewed student discipline data with the intent of limiting missed instructional time for our students. In addition, keeping students more engaged, we will see a decrease in office discipline referrals. Kagan Strategies will help our teachers increase student engagement in the lessons, write fewer discipline referrals and improve positive social skills. In addition, our revamped PBIS program will promote a positive school climate and build student-teacher relationships.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
All teachers will be trained in Kagan Strategies. Departments and grade level teams will discuss implementation strategies in team meetings. The conversation will include sharing best practices as teachers implement the strategies.

Person Responsible
Christopher.Taylor@indianriverschools.org

Expected Evidence
Attendance rosters from the training. Agendas from department and team meetings. School-wide discipline data.

Monitor
Christopher.Taylor@indianriverschools.org

Monitor Methods
The administration team will actively participate in the Kagan training. The administration team will attend department and team meetings to ensure that Kagan Strategies are being implemented.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Ensure that all stakeholders are aware of the schoolwide expectations, the 3 R's. (Model concrete examples) Train all staff on how to use the Stingray Credit system in Focus. Explain to students how to utilize their Stingray credits. Inform parents on how to track awarded Stingray credits. Continue to spotlight example student positive behaviors by recognizing students for Respect, Responsibility, and Role Model. We will recognize more students on the morning announcements, such as the students of the month and Exchange Club. Recognize students in a community-based partnership and further inform our school community of their merits in print and social media platforms. Expanding the role of the Success Coach to better support teachers. The role will now include a coaching model with our teachers and give targeted strategies to students demonstrating a need for behavioral and social support. Implement the "Because of a Teacher" program to highlight the 3 R's as it pertains to staff. Two or three teachers will be recognized by their colleagues each week. Posters will be hung outside the teacher's door to allow other staff to write what the teacher does to exhibit schoolwide expectations. Each month Steller Stingray the entire staff will vote to recognize a Steller Stingray. The staff member will be recognized on social media, the morning announcements, and the website. The principal will recognize staff with snacks during the teacher pre-planning week and quarterly. Lastly, the principal will provide teachers with lunch during three days of the teacher workweek.

Person Responsible
Robyn.Bethel@indianriverschools.org

Expected Evidence
At the first of the year meeting, professional development will include an explanation of the 3 Rs and an overview of the PBIS program and expectations. Include the Stingray Credit program in the grade level meetings and in the newsletter. Document student recognitions made in the announcements, including student of the month and the Exchange Club. The Because of a Teacher program will be sent out weekly in the principal's "Week Ahead" email and on social media.

Monitor
Robyn.Bethel@indianriverschools.org

Monitor Methods
Review and sharing of data collected from the Impact Review walkthroughs. The administration team will review discipline Data, including ODRs and days of ISS monthly. AP in charge will ensure that all recognitions are posting as appropriate: Student of the Month Exchange Club Student of the Month Steller Stingray Because of a Teacher

---

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Continue to spotlight example student positive behaviors by recognizing students for Respect, Responsibility, and Role Model. Administration and success coach will nomitiate one student from each grade level who is exhibiting potitive behaviors and the Three R's. The names will be announced weekly. Recognize students who meet i-Ready minutes. Continue to recognized staff and student who exhibit great behaviors.

Person Responsible
Dawn.Duchemin@indianriverschools.org

Expected Evidence
A print out of the announcments with the names of the students recognized.

Monitor
Dawn.Duchemin@indianriverschools.org

Monitor Methods
Mrs. Duchemin has the responsible to ensure that the names are anounced each month.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
To increase ELA achievement of the learning gains of the bottom quartile from 37% to 47%.   Performance on our targeted ESSA groups are as follows: Students With Disabilities: 24% Bottom Quartile with the goal to increase SWD to 41%   Black/African American: 39% Bottom Quartile with the goal to increase to 45%   Hispanic: 38% Bottom Quartile with the goal to raise to 45%   Economic Disadvantage: 34% Bottom Quartile with the goal to raise to 41%   SGMS will close the Media Center every Wednesday to allow a common space for teachers to plan collaboratively. Time will also be set aside every Friday to plan collaboratively. The instructional coaches will work side-by-side with teachers to ensure that the lesson plans are rigorous, standards-based, and have strategies for differentiation.   All lesson plans will have evidence of differentiation.

Data Selection Rationale
Storm Grove's preliminary results show 37% of our bottom quartile made learning gains. If we focus on our students with the most needs, we believe that their growth will lead them to succeed and get them on a positive path in high school.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
SGMS will close the Media Center every Wednesday to allow a common space for teachers to collaboratively plan. Time will also be set aside every Friday to collaboratively plan. The instructional coaches will work side by side with teacher to ensure that the lesson plans are rigorous, standards based and have strategies for differentation.   During the collaborative planning sessions, the coaches will deleiver mini-professioanal development sessions to support teachers in adding differentation strategies and delievering effective Amplify lessons. The PDs will be aproxametly ten minutes long and will occur at least monthly.

Person Responsible
Maria.Nasci@indianriverschools.org

Expected Evidence
Teachers will post their lesson plans in Canvas weekly. Lesson plans will include strategies for differentation.

Monitor
Maria.Nasci@indianriverschools.org

Monitor Methods
The literacy instructional coach will monitor lesson plans frequently, including the collaboratvly planning sessions.   Administration and literacy instructional coach will perform walkthroughs every other week to ensure that differentation strategies are being implemented.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
All ELA teachers will be trained in the Amplify curriclulum.   The literacy insructional coach will work with individual teacher the first 4 weeks of school to support classroom implenetation of Amplify.   As a ELA team, teachers will work together to blend the Amplify curriclulum, the district's pacing guide, curriculum map, and differentation stragties.

Person Responsible
Maria.Nasci@indianriverschools.org

Expected Evidence
Teachers will post their lesson plans in Canvas weekly. Lesson plans will include strategies for differentation.

Monitor
Maria.Nasci@indianriverschools.org

Monitor Methods
The literacy instructional coach and the admin team will regularly perform walkthroughs to monitor the delievery of the Amplify curriuclum and teachers are on track withthe pacing guide.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Math Bottom Quartile for learning gains was 35%. The goal is to increase to 45%. Our overall math learning gains were 44% and the goal is to increase to 54%. Performance on our targeted ESSA groups are as follows: Students With Disabilities: 27% Bottom Quartile with the goal to increase SWD to 41% Black/African American: 21% Bottom Quartile with the goal to increase to 41% Hispanic: 32% Bottom Quartile with the goal to raise to 41% Economic Disadvantage: 33% Bottom Quartile with the goal to raise to 41%

Data Selection Rationale
The data was data uses was from the release of the 2020-21 FSA results. We are concentrating on the learning gains of the bottom quartile since that was our lowest area, and students in the bottom quartile need the most support. We are also focusing on our four ESSA groups: Black/African America, Hispanic, Students with Disabilities, and Economic Disadvantaged.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
SGMS will add intensive math courses to the master schedule for each level; 3 for 6th grade, 3 7th, and 2 for 8th. Students identified with the most need in math will be scheduled in the course, including an emphasis on students in our lowest ESSA groups. Math teachers will collaboratively plan by grade level every Wednesday with our math instructional coach. The planning sessions will include data chats revolving around Unit Assessment and i-Ready data. Math teachers will train in formative assessments, monitoring strategies, and differentiation led by the instructional coach, including Mathematical Thinking and Reasoning standard (MTR). Admin and math instructional coach will walkthrough math classes monthly to observe monitoring and differentiation in lessons.

Person Responsible
Christopher.Taylor@indianriverschools.org

Expected Evidence
Rosters from professional development. Data from Unit Assessments and i-Ready. Walkthrough forms looking for monitoring and differentiated instruction. Lesson Plans posted in Canvas.

Monitor
Christopher.Taylor@indianriverschools.org

Monitor Methods
The administration and instructional coach will monitor classroom instruction during monthly walkthroughs. Data from Unit Assessments and i-Ready data will be reviewed. Math instructional coach will plan with teachers every Wednesday to endure fidelity of the collaborative planning.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Storm Grove Middle School is the most picked school in the school choice program. According to the SDIRC STEAM Designation Middle School Rubric, Storm Grove achieved Silver School status during the first year of implementation. After reflecting on the 2020-21 school year, we realized that we need to make our students, staff, parents, and community aware of our STEAM program. SGMS Storm Grove Middle School is the most picked school in the school choice program. According to the SDIRC STEAM Designation Middle School Rubric, Storm Grove achieved Silver School status during the first year of implementation. After reflecting on the 2020-21 school year, we realized that we need to make our students, staff, parents, and community aware of our STEAM program. SGMS received 55% in science and math achievement. The goal is to increase to 62% 55% in science and math achievement. The goal is to increase to 62%

Data Selection Rationale
We examined school choice numbers to know if students want to attend SGMS for our STEAM program. A review of our FCAT Science and FSA math data is an indication of the program's effectiveness.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
To make our stakeholders more aware of our STEAM program, we will provide program posters for every classroom, share program information at orientation and throughout the campus and provide additional STEAM training for our teachers.

Person Responsible
Anne.Bieber@indianriverschools.org

Expected Evidence
100% of classrooms will have posters, PowerPoint Slide at orientation, and rosters of STEAM training completed for all teachers.

Monitor
Dawn.Duchemin@indianriverschools.org

Monitor Methods
Campus walks to ensure that all classrooms have a poster. Ensure the orientation PowerPoint contains STEAM information. Admin will work with the STEAM committee to ensure that training for all teachers is offered.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings

According to our climate data, students feel that they are not recognized for the good things they do and that teachers' lessons are not keeping their attention. Teachers reported that the school does not have consistent and fair behavioral expectations for students. Storm Grove Middle had 260 Office Discipline Referrals and assigned 143 days of In-School Suspension during the 2020-21 school year. After reviewing the results of the surveys and a review of discipline data, we will implement Kagan Strategies training for all teachers on August 3rd. In addition, Storm Grove will work closely with the success coach to revamp the PBIS program. The revamping includes more student and staff recognitions and student incentives. The success coach will also work closely with teachers on classroom management skills.

Data Selection Rationale

We value the opinions of staff and students to have a better understanding of the school climate to assist us in creating specific action plans to improve our school culture. We reviewed student discipline data with the intent of limiting missed instructional time for our students. In addition, keeping students more engaged, we will see a decrease in office discipline referrals. Kagan Strategies will help our teachers increase student engagement in the lessons, write fewer discipline referrals and improve positive social skills. In addition, our revamped PBIS program will promote a positive school climate and build student-teacher relationships.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The administration team, along with coaches, will implement walkthroughs specifically looking for the implementation of Kagan Strategies.

Person Responsible
Robyn.Bethel@indianriverschools.org

Expected Evidence
The administration will keep a record of walkthrough dates and the number of classrooms implementing Kagan.

Monitor
Robyn.Bethel@indianriverschools.org

Monitor Methods
Administration and coaches will walk classrooms and track the use of Kagan Strategies, including using Kagan Strategies and documentation in lesson plans.

Data & Systems Review Organizer

Academics
Phase 2: Full Implementation

Data Findings

To increase ELA achievement of the learning gains of the bottom quartile from 37% to 47%. Performance on our targeted ESSA groups are as follows: Students With Disabilities: 24% Bottom Quartile with the goal to increase SWD to 41% Black/African American: 39% Bottom Quartile with the goal to increase to 45% Hispanic: 38% Bottom Quartile with the goal to raise to 45% Economic Disadvantage: 34% Bottom Quartile with the goal to raise to 41%

Data Selection Rationale

Storm Grove's preliminary results show 37% of our bottom quartile made learning gains. If we focus on our students with the most needs, we believe that their growth will lead them to succeed and get them on a positive path in high school.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Our teachers will participate in Data Chats to support Collaborative Planning, including students on the bubble, bottom quartile students, high achieving students, and our ESSA groups, Black, Hispanic, ED, SWD.

Person Responsible
Anne.Bieber@indianriverschools.org

Expected Evidence
Strategies for supporting students are noted in lesson plans.

Monitor
Anne.Bieber@indianriverschools.org

Phase 2: Full Implementation

Monitor Methods
Coaches and administrators will be involved in collaborative planning to monitor.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Implement and train ELA teachers in LEXIA.

Person Responsible
Anne.Bieber@indianriverschools.org

Expected Evidence
The instructional coach will do walkthroughs and document LEXIA use.   Reading teachers will meet with individual studnets to set goals.

Monitor
Anne.Bieber@indianriverschools.org

Monitor Methods
Ms. Bieber will check in weekly with Instructional Coach during their meetings.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Math Bottom Quartile for learning gains was 35%. The goal is to increase to 45%. Our overall math learning gains were 44% and the goal is to increase to 54%. Performance on our targeted ESSA groups are as follows: Students With Disabilities: 27% Bottom Quartile with the goal to increase SWD to 41% Black/African American: 21% Bottom Quartile with the goal to increase to 41% Hispanic: 32% Bottom Quartile with the goal to raise to 41% Economic Disadvantage: 33% Bottom Quartile with the goal to raise to 41%

Data Selection Rationale
The data was data uses was from the release of the 2020-21 FSA results.   We are concentrating on the learning gains of the bottom quartile since that was our lowest area, and students in the bottom quartile need the most support.   We are also focusing on our four ESSA groups: Black/African America, Hispanic, Students with Disabilities, and Economic Disadvantaged.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Our teachers will participate in Data Chats to support Collaborative Planning, including students on the bubble, bottom quartile students, high achieving students, and our ESSA groups, Black, Hispanic, ED, SWD.

Person Responsible
Christopher.Taylor@indianriverschools.org

Expected Evidence
Strategies for supporting students are noted in lesson plans.

Monitor
Christopher.Taylor@indianriverschools.org

Monitor Methods
Coaches and administrators will be involved in collaborative planning to monitor.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Storm Grove Middle School is the most picked school in the school choice program.   According to the SDIRC STEAM Designation Middle School Rubric, Storm Grove achieved Silver School status during the first year of implementation.   After reflecting on the 2020-21 school year, we realized that we need to make our students, staff, parents, and community aware of our STEAM program. SGMS   Storm Grove Middle School is the most picked school in the school choice program.   According to the SDIRC STEAM Designation Middle School Rubric, Storm Grove achieved Silver School status during the first year of implementation.   After reflecting on the 2020-21 school year, we realized that we need to make our students,

Phase 2: Full Implementation

staff, parents, and community aware of our STEAM program. SGMS received 55% in science and math achievement. The goal is to increase to 62% 55% in science and math achievement. The goal is to increase to 62%

Data Selection Rationale
We examined school choice numbers to know if students want to attend SGMS for our STEAM program.   A review of our FCAT Science and FSA math data is an indication of the program's effectiveness.

Implementation Steps

School Theme

High Yield Strategy

Implementation Step
Continue to market our STEAM program.   October 9th: Highlight our STEAM program at the School Choice Fair. We will have a table set up to show some of our programs, such as LEGO Robotics.   October 21st: SGMS will have our first district walkthrough for STEAM. The district team will observe STEAM lessons in our classrooms. The expectation is that all teachers collaborate with two other subject areas to create and teach a STEAM lesson. November 1st: Schoolwide PD Technology in STEAM training.

Person Responsible
Dawn.Duchemin@indianriverschools.org

Expected Evidence
The teacher will upload STEAM lessons into a shared folder, including student documentation.   Pictures from the School Choice Fair.

Monitor
Dawn.Duchemin@indianriverschools.org

Monitor Methods
The STEAM committee will monitor lesson plan and student documentation in the shared folder.

0291 Sebastian River High School

International Baccalaureate
Christopher Cummings , Principal
9001 Shark Blvd
32958 FL Sebastian
772-564-4170

Vision
The vision of Sebastian River High School is to ensure every student is college and career ready by creating a culture of excellence that is constantly focused on student achievement. We will create a climate of high expectation to ensure equitable access is achieved by ALL students in all areas. We will identify new areas of innovations and encourage a collaborative culture that is built by students, parents, staff, and community members collectively. We will meet the social and emotional needs of our students and their families, in order to provide a safe and healthy learning community.

School Mission
The mission of Sebastian River High School is "Encouraging Innovation and Promoting Excellence" with all students, so that each student achieves to their highest potential and becomes a contributing member of the global society.

SCHOOL NARRATIVE
Sebastian River High School (IB) is an accelerated academic program high school that provides a challenging and rigorous educational learning community that is dedicated in " *Encoraging Innovation and Promoting Excellence* " with all students. With a highly qualified staff and diverse student body, Sebastian River High School is able to provide a comprehensive, standards-based course of study with a personalized approach where all students can simultaneously earn an industry certification, high school diploma, college course credits and even an associates degree prior to graduation. Students are able to engage in a rich elective program designed to meet the individual interest of students while learning in a community that is caring for all of its members. Our consistent focus on diversity, inclusion, and the SHARKS expectations (**S** how up on time, **H** ave intergity, **A** ct responsibly, **R** espect everyone, **K** eep it clean, **S** how your pride) allow staff to help all students florish so that each student achieves to their highest potential and becomes a contributing member of the global society.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
3	Cummings, Christopher	Principal High School	Christopher.Cummings@indianriverschools.org	Sebastian River High School
3	Contri, Jacqueline	Asst Principal Senior High	Jacqueline.Contri@indianriverschools.org	Sebastian River High School
3	Riskin, Robert	Asst Principal Senior High	Robert.Riskin@indianriverschools.org	Sebastian River High School
3	Thimmer, James	Asst Principal Senior High	James.Thimmer@indianriverschools.org	Sebastian River High School
3	Van Brimmer, Kevin	Asst Principal Senior High	Kevin.Vanbrimmer@indianriverschools.org	Sebastian River High School
3	Walker, Frances	Math Coach - Sh	Frances.Walker@indianriverschools.org	Sebastian River High School
3	Pinkney, Elizabeth	Reading Coach, Senior High	Elizabeth.Pinkney@indianriverschools.org	Sebastian River High School
3	Celesti, Sandra	Teacher Exceptional Ed - Ve	Sandra.Celesti@indianriverschools.org	Sebastian River High School
3	Kulp, William	Teacher Social Studies Sr High	William.Kulp@indianriverschools.org	Sebastian River High School
3	Hussey, Michael	Rotc Instructor	Michael.Hussey@indianriverschools.org	Sebastian River High School

SCHOOL DEMOGRAPHICS

SIP Plan Id 3

School Code	**0291**	Title I School	N
School Type	High	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	95.3
Grades Served	9-12	Every Student Succeeds Act (ESSA) Status	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	43%
Economically Disadvantaged Students	45%
English Language Learners	29%
Hispanic Students	46%
Multiracial Students	39%
Students with Disabilities	33%
White Students	54%
Asian Students	60%

Needs Assessment Summary

Due to the COVID-19 pandemic we have seen a decrease in several areas of achievement for the 20-21 school year. Compared to the 18-19 school year we decrease in the following areas -5% ELA Learning Gains, -7% Math Achievement, -16% Math Learning Gains, -3% Math Bottom Quartile Learning Gains, and a overal -1% Grade Percent drop. Based on this data we will continue to focus on increasing Learning Gains for the upcoming school year. Also our ESSA Subgroups data indicates ELL, Multi-Racial Students, and SWD will all continue to be targeted for improvement throught the 21-22 school year.

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	50	0291
2018	B	54	0291
2019	C	49	0291

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Utilizing our 2020-2021 Climate Survey, Sebastian River High School (SRHS) teachers, students, and parents rated their level of satisfaction in multiple areas. Moving forward, we have analyzed the data to determine areas of need as it pertains to Culture and Climate. Areas are ranked according to three levels. Using this data, we determined that the five following areas are in need of improvements labeled with their average rating out of 5: "There is a sense of belonging when at school." (3.83) "The school provides a positive environment for learning." (3.945) "Students are recognized for the good things that they do." (3.42) "The staff feel that there are opportunites for career advancement." (3.38) "The lessons at my school keep students' attention." (3.07)

Data Selection Rationale
Sebastian River High School (SRHS) will eliminate the opportunity gap that exists for lower performing students by providing high expectations as well as collaboratively planned, rigorous grade-level appropriate instruction for all . SRHS will do this by strengthening our school culture through the institution of our core values, improving our school spirit, and through improved collaboration and accountability by our administration team and school staff members. The implementation of these equitable practices will remove academic barriers and encourage a growth mindset in all school spaces. This will give students and staff members a sence of belonging and pride in our school.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Welcome Pep-rally for teachers on August 3rd, welcoming them back to campus with Cheerleaders, Football Players, and our Band. Football players will attend pep-rally and pass out t-shirts to all staff members and ask them to attend games and show school spirit. Community involvement at SRHS. Administration has invited the local Chamber of Commerce to hold their "Networking" meeting at SRHS with students serving food, playing music, and discussions on how the school can help the community and how the community can help the school. Encouragement for our community businessess to wear blue on Fridays throughout the year. Twitter Challenges for staff and community throughout the school year with prizes and recognition. Business will be asked to take a photo of their staff wearing school colors and school gear and post to Twitter on Fridays. The business with the most likes will get PA announcements during all home football games. Our PBIS team will create more opportunities to recognize students throughout the school year. (Meet a Shark Monday, Shark of the Week, etc.) Administration will increase classroom walkthroughs with an average of 8-10 classes visited daily to ensure they are visible in all classrooms and have seen and supported all teachers weekly.' Administration will be commited to be present at all collborative planning sessions and in Department meetings to support teachers and students. During these times administration will focus on all individuals with a positive mindset and creating those positive and supportive environments. Administration will allow teachers that are working towards an Advanced Degree the opportunity to participate in administrative duties throughout the year. In addition, teachers will be encouraged to engage in leadership opportunities provieded. Teacher will be encouraged to sign up for staff committees on campus: Stakeholders, Culture and Climate, PBIS, or School Accreation. This again will give them a sense of ownership and accountibility within our school culture, which will promote a positive climate.

Person Responsible
James.Thimmer@indianriverschools.org

Expected Evidence
Teachers will be involved with school committees and lead those committees with the support of administration. Community partnerships will be strengthened and increase by gaining at least two new partnerships this year. Student discipline will decrease. Teacher attendance will increase at school events and through out the school day. End of year survey will show improvements in areas referenced above.

Monitor
James.Thimmer@indianriverschools.org

Monitor Methods
Survey Data Meeting Attendance Discipline Data Attendance Data

---

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on our ESSA data, three subgroups are scoring below 40% achievement and need improvement (SWD, Multiracial, and ELL).

Data Selection Rationale
John Hattie's Visible Learning research identifies multiple high yield differentiated strategies with the potential to considerably accelerate student achievement. Based observed data from Impact Walks during the 2020-2021 school year, differentiation was lacking. During Impact Walks in March 2021, the percent of classrooms where differentiation was evident was approximately 10 percent, which represents a decline from prior Impact Walks. Further, when looking at our ESSA subgroups, our learning gaps are with our SWD, ELL, and Multiracial students. We believe that by focusing on differentiating instruction we will better reach all learners. Differentiation puts the focus on learners through a learner-centered approach aimed to help students succeeed regardless of the differences.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

Data Selection Rationale
Continuous monitoring of student data by student/teacher through formative and summative Unit assessments to increase student achievement through collaborative planning. Monitoring student regression using timely data helps to close the achievement gap among all subgroups. SRHS currently has three ESSA subgroups performing at below 41% achievement.

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
Training on formative assessment and data tracking, both for teachers and students, will be provided to teachers through department meetings via department leaders. Professional development will be provided at the beginning of the year focusing on the importance of formative assessments and what it looks like in the classroom. Teachers will be provided professional development throughout the year that will help them build a toolbox of different kinds of formative assessments to refer to. Through collaborative planning, all teachers will work to create formative assessments that will be administered for immediate data collection each week. The data from these assessments will be discussed in future collaborative meetings. Teachers will share and analyze their data and discuss areas of concern and how to remediate. Students will conference with teachers about their personal data, which differ based on the course and include areas for student reflection and plan for improvement.

Person Responsible
Robert.Riskin@indianriverschools.org

Expected Evidence
Administration will conduct classroom walkthroughs to observe the use of formative assessments. Administration will also be present in collaboritive planning teacher team meetings where a planning tool will be utilzyed to document and discuss formative assessments.

Monitor
Christopher.Cummings@indianriverschools.org

Monitor Methods
Administation will attend collaborative planning sessions. Department Chairs and Collaborative teacher groups will utilize a planning tool or agenda that will be sent to the evaluating administrator after planning sessions. Lesson Plans upon request will show how/where formative assessments will be implemented during lesson.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Our High School Acceleration percentage increase 2% from 61% to 63% from the 18-19 school year. To meet our goal it is neccessary to create a more intensive focus on placing students in the correct course and providing students with the needed support to ensure they can achieve success at an accelerated pace.

Data Selection Rationale
As a " _Personalized Pathway School,_ " Sebastian River High School (SRHS) will increase the representation of all students, specifically minority students, in advanced curriculum/industry certification courses (IB, AP, Dual Enrollment, CTE) that ensures all students are connected with an educational pathway that leads to success beyond high school. When students are exposed to higher level courses, they are more prepared for post-secondary opportunities as well as the potential to reach their highest academic ceiling, including graduation. This goal will over arch several years until we have 100% of seniors graduate with at least one AP, IB, Dual Enrollment, or Industry certification credit.

School Theme

High Yield Strategy
Monitoring and Feedback

Implementation Step
School administration will work in collaboration with our guidance department, SDIRC Academic Success, IRSC, and students to ensure students are properly placed in courses that are rigorous and challenging that will provide students the ability to find success. We will also setup tutoring, and provide needed transportation, for all students in all levels of academic course to provide all students with the needed support to be successful. We will increase the number of AP and Dual Enrollment course offerings for the 2021-2022 school year. We will decrease the number of honors classes and replace with AP or Dual Enrollment courses on campus. We will look to increase the number of under represented subgroups in the high accelerated courses with the assistance of our school counselors.

Person Responsible
Robert.Riskin@indianriverschools.org

Expected Evidence
Increase of acceleration percentage by the end of the 21-22 school year.

Monitor
Christopher.Cummings@indianriverschools.org

Monitor Methods
Weekly administration meetings to review acceleration, course failures, Power BI data, classroom walk throughs, collaborative planning sessions, and other items directly related to acceleration.

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings

Utilizing our 2020-2021 Climate Survey, SRHS teachers, Students, and parents rated their level of satification in multiple areas below 4 our of 5. Through communication during our SAC meetings, Faculty Council meetings, and with our Culture and Climate Committee of teachers, we have determined that there continue to be a need to improve the climate on campus. When polling a group of 50 of our current students: 33 out of 50 believe there is a sense of belong when at school. 41 out of 50 believe the school provides a positive environment for learning. 28 out of 50 believe students are recognized for the good things they do. 28 out of 50 believe the lessons at school keep their attention.

Data Selection Rationale

We continue to belive that SRHS can and will eliminate the opportunity gap that exist for lower performing students by providing high expectations as well as collaboratively planned, rigorous grade level appropiate instruction for all students. SRHS will do this by continuing to strengthen our school's culture through the institution of our core values, improving school spirit, and through improved collaboration and accountability by our administration team, school staff members, parents, and students. The implementation of these equitable pratices will remove academic barriers and encourage a growth mindset in all school spaces. This will give students and staff members a sence of belonging and pride in their school

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step

Continued commuity involvement at SRHS: School Administration will continue to reach out to the local Chamber of Commerce and invite them to hold additional "Networking" meeting at SRHS with our students serving food, playing music, and discussions on how our school can continue to help improve our community and how the community can support the school. Continued encouragement for our community partners to "Wear Shark Blue" on Fridays throughout the year and post to social media (Tagging our school). Twitter Challenges amongst staff members and community throughout the school year with prizes from our community members to staff members and frequent staff recognitions (pre scheduled and planned in advanced by culture and climate committee). Our PBIS committee will continue to montior and create more opportunities to recognize students who exhibit our core values and highlight/spotlight them more frequently (Meet a Shark Mondays, Shark of the Week, Sharktastic Fridays, and Athlete of the week and month). Administration will continue to increase classroom walkthroughs with an average of 8-10 classrooms visited daily to ensure they are visible in all classrooms and have seen and supported all teachers weekly. Administration will be present at collborative planning sessions and Department meetings to support teachers and students. During these time administation will focus on all individuals with a positve mindset to create a supportive environment. Teachers will continue to be encouraged to sign up for staff committees on campus such as; Stakeholders Committee, Culture and Climate Committee, PBIS Committee, School-Wide Policy Committee, etc. to create ownership and accountability and promote a positive climate.

Person Responsible
James.Thimmer@indianriverschools.org

Expected Evidence

Teacher involvement will increase with school committees and lead those committees with the support of administration. Community partnerships will continue to be built and strengthened by gaining at least two additional partnerships this year. Student discipline will decrease. Teacher attendance will increase at school events and through out the school day. End of year survey will show improvements in areas referenced above.

Monitor
James.Thimmer@indianriverschools.org

Monitor Methods
Survey Data   Meeting Attendance   Discipline Data   Teacher and Student Attendance Data

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

Based on our 1st quarter Unit Assessment Data, currently we are predicted to receive a school grade of C. The current data shows: ELA Achievement 40%   ELA Learning Gains 45%   ELA Bottom Quartile 51%   Math Achievment 23%   Math Learning Gains 54%   Math Bottom Quartile 73%

Data Selection Rationale

John Hattie's Visible Learning research identifies miltiple high yield differentiated strategies (Content, Process, Product) with the potential to considerably accelerate student achievement. Based on multiple classroom walkthroughs, Impact Review Walk, and our Reading and Math Data, it is determined that more focus on differentitation is needed to increase student achievement in both Reading and Math. When looking further into our subgroups of students, specifically SWD, ELL, and our Multiracial students it is apparent that the learning gaps need additional attention and intervention. Differentiation puts the focus of learning on the learner through a learner-centered approach aimed to help students succeed regardless of their differences.

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step

All professional development sessions will address a specific area of differentiation (Content, Process, Product). During all collaborative planning sessions we will continue to focus on creating engaging and rigorous lesson plans that address differentiation during daily instruction. Also, during collaborative planning session all core subject areas will utilize data (Unit Assessment data or Formative Assessment data) to create cooperative learning groups for independent work, as well as identifying students who will receive small group differentiated instruction with the teachers daily. School administration, Instructional Coaches, and District Content Specialist will work with the classroom teachers to develop an instructional framework for small group instruction in each of the core content areas.

Person Responsible

Phase 2: Full Implementation

Kevin.Vanbrimmer@indianriverschools.org

Expected Evidence
Unit assessment school will show improvement by 10% in all areas and our predicted school grade should equal or exceed our goal of a "B."

Monitor
Kevin.Vanbrimmer@indianriverschools.org

Monitor Methods
Classroom Walkthroughs   Data Chats with Administration, Instructional Coaches, Department Chairs, and Individual Classroom teachers   Impact Review Walks   Unit Assessments   Collaborative Planning Sessions

---

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
Based on our 1st quarter Unit Assessment Data, our current predicted school grade for this school year is a "C." Our goal for this year is a school grade of at least a "B." The current data from the 1st quarter shows: ELA: Achievement 40%, Learning Gains 45%, Bottom Quartile 51%   Math: Achievement 23%, Learning Gains 54%, Bottom Quartile 73%

Data Selection Rationale
Continue monitoring of student data by students, teachers, and administration through a formative and summative assessment will help to increase student achievement through collaborative planning. By continously monitor our students progress through out the lesson daily and at the end of the lesson unit we can better determine what interventions are needed, what follow up lesson should be taught, and which students need more explicit instruction in a differentiated manner. Also, by monitoring more frequently we can close the achievement gap among all subgroups.

Implementation Steps

Academics

High Yield Strategy
Monitoring and Feedback

Implementation Step
Professionl development on formative assessment and data track for both teachers and administration will be provided at each training session through out the school year.   Through collaborative planning each week teachers will create formative assessments that will be administered through their daily lessons to determine the effectiveness of instruction and to determine what happens next with groups of students. The data from these formative assessment will also be used to adjust and plan future lessons at other collboarative planning sessions.   Teacher will share and discuss data during monthly data sessions in their department meetings with administration and instructional coaches. The goal is the improve instruction by discussing what instructional strategies were utilized to get the greatest results.

Person Responsible
Robert.Riskin@indianriverschools.org

Expected Evidence
Administration will conduct walkthroughs to observe formative assessment practices in action.   Teachers will be able to produce lesson plans that contain formative assessment methods within them.   Administration will be present at all collborative planning sessions.   Students should be able to determine their present level of understanding based on their formative assessments.   Teachers should be able to determine what students need remediation after each formative assessment is given.

Monitor
Christopher.Cummings@indianriverschools.org

Monitor Methods
Administration will attend collaborative planning sessions.   Department chairs and collaborative planning teachers groups will utilize a planning tool or agenda to document what formative assessments will be utilized during daily lessons.   Lesson plans upon request will show how/where formative assessments will be implemented during lesson.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Our high school acceleration percentage increased 2% from 61% to 63% from the 18-19 school year. To meet our goal it is necessary to create a more intensive focus on placing students in the correct course and providing students with additional opportunities and the supports to achieve success at an accelerated pace.

Data Selection Rationale
As a "Personalized Pathway School," Sebastian River High School will increase the representation of all students, specifically minority students, in advanced curriculum/industry certification course (IB, AP, Dual Enrollment, CTE) that ensures all students are connected with an educational pathway that leads to success beyond high school. When students are exposed to higher level course and additional opportunities to explore new things, they are more prepared for post-secondary opportunities as well as the potential to reach their highest academic ceiling, including but not limited to graduation!   Our goal will be overarching of several years until we have 100% of seniors graduate with at least on AP, IB, Dual Enrollment, or Industry Certification credit.

Implementation Steps

School Theme

High Yield Strategy

Phase 2: Full Implementation

Monitoring and Feedback

Implementation Step

School administration will work in collaboration with our guidance department, SDIRC Academic Success, IRSC, and students and their parents to ensure each student is properly placed in course that are rigorous and challenging that will provide all students with the ability to find success at an accelerated pace. We will provide tutoring opportunities and needed transportation for all students in all levels of academic courses. We will increase the number of Dual Enrollment course offerings for the second semester based on students success data. We will increase the number of industry certification offered during the second quarter and through the remainder of the school year. We will look specifically at the underrepresented subgroups and increase their representation during the second semester.

Person Responsible

Robert.Riskin@indianriverschools.org

Expected Evidence

Increase of industry certification aligned courses. Increase of Dual Enrollment courses. Increase of accelerated percentages by the end of the 21-22 school year.

Monitor

Christopher.Cummings@indianriverschools.org

Monitor Methods

Weekly administration data meetings   Classroom Walkthroughs   Collaborative Planning sessions   Weekly Guidance Meetings

0171 Sebastian River Middle School

International Baccalaureate World School

Todd Racine , Principal

9400 CR 512

32958 FL Sebastian

772-564-5111

Vision
At SRMS we read, collaborate, innovate, and achieve.

School Mission
The mission of SRMS is to develop citizens who are nationally and globally conscious, possess personal integrity, and pursue academic excellence through content area literacy. Our efforts will create life-long, self motivated learners who actively serve their communities.

SCHOOL NARRATIVE

Middle school is often a time when students are establishing their identity and building their self-esteem, the IB Middle Years Program motivates students by helping them achieve success in school and in life beyond the classroom. The MYP offers a challenging framework that encourages students to make practical connections between their studies and the real world. SRMS also offers clubs, sports, and extracurricular opportunities for students to engage in exploring and developing interests outside of the classroom. Sebastian River Middle School has been an authorized IB World School certified by the International Baccalaureate Organization (IBO) since 2005. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Teaching and learning in the MYP is underpinned by the following concepts: *Teaching and learning in context* - Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced. *Conceptual understanding* - MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. *Approaches to learning* - A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. *Service as action, through community service* - Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. At Sebastian River Middle School, we also support the Guiding Principles outlined in the SDIRC 2020-2025 Strategic Plan, the five Guiding Principles are: 1. Invest in collaborative cultures that promote the growth of all. 2. Provide equitable access to high quality, rigorous instruction. 3. Communicate with transparency and integrity with all stakeholders. 4. Engage in innovative practices to optimize outcomes. 5. Empower problem solvers at every level of the organization.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
16	Racine, Todd	Principal Middle School	Todd.Racine@indianriverschools.org	Sebastian River Middle School
16	Holmes, Michele	Asst Principal Middle School	Michele.Holmes@indianriverschools.org	Sebastian River Middle School
16	Durwin, Kelly	Asst Principal Middle School	Kelly.Ward@indianriverschools.org	Sebastian River Middle School
16	Sarrasin, Clarelle	Resource Specialist	Clarelle.Sarrasin@indianriverschools.org	Sebastian River Middle School
16	Tobias, Melissa	Reading Coach, Middle	Melissa.Kurrus@indianriverschools.org	Sebastian River Middle School
16	Wright, Melody	Math Coach - M/j	Melody.Wright@indianriverschools.org	Sebastian River Middle School
16	Auger, Kim	Teacher Math Middle	Kim.Auger@indianriverschools.org	Sebastian River Middle School

School Improvement Plan

Plan Id	Name	Position	Email	School Name
16	Berchtold, Kasey	Teacher Social Studies Middle	Kasey.Berchtold@indianriverschools.org	Sebastian River Middle School
16	Crespo, Roberto	Teacher Science Middle	Roberto.Crespo@indianriverschools.org	Sebastian River Middle School
16	Johnson, Mia	Teacher Physical Education Mid	Mia.Johnson@indianriverschools.org	Sebastian River Middle School
16	Lee, Harvey	Teacher Exceptional Ed - Ve	Harvey.Lee@indianriverschools.org	Sebastian River Middle School
16	Pagan, Karen	Teacher Foreign Language, Midd	Karen.Pagan@indianriverschools.org	Sebastian River Middle School
16	Patten, Twila	Teacher Language Arts Middle	Twila.Patten@indianriverschools.org	Sebastian River Middle School
16	Santiago, Tracey	Teacher Reading Middle	Tracey.Santiago@indianriverschools.org	Sebastian River Middle School
16	Sturgeon, Christine	Teacher Reading Middle	Christine.Sturgeon@indianriverschools.org	Sebastian River Middle School
16	Colon Octaviani, Marcos	Teacher Exceptional Ed - Ve	Marcos.Colon-Octaviani@indianriverschools.org	Sebastian River Middle School

SCHOOL DEMOGRAPHICS

SIP Plan Id 16

School Code	0171	**Title I School**	Y
School Type	Middle	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	41.7
Grades Served	6-8	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	43%
Economically Disadvantaged Students	50%
English Language Learners	37%
Hispanic Students	49%
Multiracial Students	62%
Students with Disabilities	36%
White Students	64%
Asian Students	*

Needs Assessment Summary

<u>2018-19 ESSA Subgroups Represented:</u> (ESSA Status TS& I)   English Language Learners   Students With Disabilities   FSA & EOC Data Results for 2020-2021:

Subgroup	ELA Ach	ELA LG	ELA BQ	Math Ach	Math LG	Math BQ	SCI	SS	ACCEL
ALL	44	40	28	47	42	33	50	60	65
A	75	73	100	92	73	50	50	86	100
B	29	27	20	28	24	25	25	48	50
H	36	36	29	42	37	29	43	47	66
Other	56	47	33	50	53	50	86	25	100
W	54	45	29	55	39	58	58	73	72
ESE	16	25	15	18	25	17	27	32	40
ELL	23	29	24	32	27	18	6	32	56

School Improvement Plan

Change from 2018-2019 to 2020-2021								
School	ELA	ELA LG	ELA BQ LG	MATH ACH	MATH LG	MATH BQ LG	SCI ACH	MS ACC
SRMS	-5%	-11%	-16%	-19%	-32%	-37%	4%	-2%
SWD	1%	0%	16%	12%	31%	42%	6%	7%
ELL	3%	-7%	-6%	-8%	-32	-40	0%	18%

-
  - In 2019 the area with the lowest performance was SWD/ELA Bottom Quartile which decreased from 40% to 28%.
-
  - In 2019 the greatest decline from the prior year in the ELA Bottom Quartile was SWD (-12 pts)
-
  - In 2019 the greatest gap compared to the state average was ELA BQ
-
  - In 2021 the areas with the lowest performance was SWD in ELA Bottom Quartile which was 15% and Math BQ @ 17%
-
  - In 2021 the greatest decline from the prior year in the Math Bottom Quartile was SWD (-37 pts) and ELL (-40 pts)
-

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	50	0171
2018	C	50	0171
2019	B	56	0171

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Climate Surveys 21-22 Referral Data 21-22 Attendance Monthly Safety Meetings Student Behavioral Intervention Support Training Hacking Discipline book study Family Engagement Nights - Title I Student Recognition Programs

Data Selection Rationale

Climate Surveys provide student feedback such as 3.55 - do lessons at my school keep student attention **** Discipline rates and subgroups....this is the data to add Safety Meetings - held monthly - where identified personnel participate to determine concerns/needs of the school with regard to staff and student safety Student Behavioral Intervention Support Training - staff training at the beginning of the year to explore ways to build relationships and engage students to proactively address behavior from disengaged students. Hacking Discipline book study - teachers were given the opportunity to participate in a book study to collaborate and brainstorm with peers in a nonevaluative capacity to look at ways to address disruptive student behaviors Family Engagement Nights - Title I Student Recognition Programs - PBIS credits for positive behavior, ice cream socials for students making a gain on iReady and recognition "stars" posted for students making an 80 or higher on the most recent Reading UA PBIS Resiliency Reward - SRMS received this award for our resilience in implementing a school-wide PBIS framework. PBIS is a set of strategies based in behavioral and biomedical science that enhances student quality of life and reduces problem behaviors.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Hacking Discipline Book Study

Person Responsible
Michele.Holmes@indianriverschools.org

Expected Evidence

- Staff Participation

- Demonstration of particpating staff engaging in online discussions through Canvas course

- Strategies used by teachers when providing interventions learned shared with staff in Collaborative Planning.

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
Facilitator of Canvas Page Q&A as well as coordinating in-person discussions CIR & ODR count of teachers engaged with book study.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Release the SEL Digital Check-in feature to students and counselors in the PBIS Rewards digital app.

Person Responsible
Michele.Holmes@indianriverschools.org

Expected Evidence

- Students will use the digital tool throughout first semester.

- Counselors will keep a log in Student Documentation regarding student assistance

- Increase in discussions and problem solving between counselors and students

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods

- Reports from PBIS Rewards App

- Identify number of students in each grade by counselors using the app.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

2021 ELA FSA Results:

	2020-2021 SCHOOL GRADE ELA		
	ELA ACH	ELA LG	ELA BQ LG
ALL	44%	40%	28%
SWD	24%	35%	15%
ELL	25%	29%	25%

Data Selection Rationale

The subgroups experienced a decline in growth for achievement, learning gains and learning gains of lowest quartile. Increasing learning gains in ELA is a critical area of improvement for SRMS students in all subgroups. ELA and Critical Thinking Skills teachers will be trained to implement the new Amplify curriculum. ELA data slightly increased in 2019 and had an 11% decline in overall learning gains and lowest quartile learning gains. Strengthening literacy development through Standards Aligned Instruction will build consistency within grade levels and the department utilizing the BEST Standards. Collaborar" Planning will enhance the teacher's ability to increase the learning gains for all subgroups by analyzing ELA data, planning activities to be meaningful, rigorous, and strategic in meeting the literacy needs of students. ELA, Reading, and Critical Thinking skills teachers will regulary analyze and monitor learning gains using student performance data genrated from PowerBi computed from individual student performance on iReady Diagnostics, Unit Assessments, Lexia Assessments, and Grade Distribution (progress report and quarter report cards), to measure the impact of current planning practices on student achievment.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Lead effective Collaborative Planning sessions: Instructional Coach and Administrator will attend all planning sessions. The Instructional coach will facilitate the sessions to model for department chair and teachers. Coach, Administrator and Department Chair will collaborate on agenda topics to ensure pacing guides and curriculum maps are followed and up to date, focus on the content utilizing the instructional materials, and identify, plan, and present needed professional development identified in walkthroughs that will enhance teaching strategies. 1st 9 weeks of 2021-2022 school year: Literacy Coach has conducted mini PD sessions during the 2nd collaborative planning days of the week on the topic of "Student Engagement". These mini PD presentations were 45-minutes long and were given to the ELA, Reading, Social Studies, Science, Math, and Elective departments. SIP goal discussions have been/will be addressed with each of the 6 departments during Collaborative Planning to ensure teachers' full understanding and readiness to implement the parts of the SIP that are applicable to each teacher's courses, including the Classroom Walkthrough checklists that each teacher is responsible for being evident in his or her classroom, in order to optimize student success.
Breakdown
:
9 weeks of sessions (2x a week): Collaborative Planning protocols and expectations, observations, implementation   6 sessions: "Student Engagement to Enhance Learning"

Person Responsible
Melissa.Kurrus@indianriverschools.org

Expected Evidence
Consistent implementation of the Amplify Curriculum between teachers of same grade level.   Sign-in sheets, minutes from collaborative planning meetings   Power Point or other instructional material provided to teachers   Positive data collection from Impact Reviews

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
Review Lesson Plans with Instructional Coaches and Assistant Principals   Create, use and quantify the strategies observed during walkthroughs   Share feedback and next steps with teachers during Collaborative Planning   Observation of PD by administration during collaborative planning time.   Weekly Agendas, minutes, planning rosters, teacher lesson plans, and implementation reviews.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
PD resources in our weekly newsletter to provide teachers with strategies for addressing the needs of our ELL population. Aside from the ELA achievement data, we have 221 students who are currently or who at one time were ELLs.   29 LY (28 native language - Spanish)   48 LF (46 native language - Spanish)   114 LA (105 native language - Spanish)   30 LZ (29 native language - Spanish)

Person Responsible
Michele.Holmes@indianriverschools.org

Expected Evidence
Use of strategies observed during walkthrough   Tracking of newsletter analytics   Student performance data: grades, attendance, unit assessments, Lexia assessments, iReady

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
Create, use and quantify the strategies observed during walkthroughs   Review Lesson Plans with Instructional Coaches and Assistant Principals   Share feedback and next steps with teachers during Collaborative Planning   Observation of PD by administration during collaborative planning time.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

2020-2021 School Grade

	MATH ACH	MATH LG	MATH BQ
ALL	47%	42%	33%
SWD	18%	25%	17%
ELL	32%	27%	18%

Data Selection Rationale

All subgroups experienced a decline in growth for achievement, learning gains and learning gains of lowest quartile. Increasing learning gains in Math is a critical area of improvement for SRMS students. Math and Intensive Math Teachers will be collaborating on content as well as students with deficient foundational skills. To build consistency within grade levels and the department utilizing the MTRs of the BEST Standards. Collaborative Planning will enhance the teachers' ablility to increase the learning gains for all subgroups by analyzing Math data and planning their activities to be meaningful, rigorous, and strategic in meeting the foundational skills needed by all students.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Lead effective Collaborative Planning sessions: Instructional Coach and Administrator will attend, participate, and lead planning sessions. Instructional Coach will facilitate the lesson planning sessions to model for department. Instructional Coach, Administrator, and Department Chair will collaborate on agenda topics to ensure pacing guides and curriculum maps are followed, up to date, focus on the content utilizing district approved instructional materials, and identify, plan, and lead professional development identified by department, analysis of data, walkthrough feedback, and Impact Review findings that will enhance student achievement through highly effective teaching practices and strategies.

Person Responsible
Melody.Wright@indianriverschools.org

Expected Evidence
Consistent implementation of lesson plans between like courses and grade levels.   Sign-in sheets, minutes, and lesson plans created from collaborative planning meetings.   Instructional materials provided to teachers such as PD power points, reference sheets, etc.

Monitor
Todd.Racine@indianriverschools.org

Monitor Methods
Review Lesson plans   Review teacher attendance at colloaborative planning sessions   Ensure norms are in place and adhered too   Create, use, and quantify the strategies observed during walkthroughs   Share feedback and next steps with teachers during planning meetings   Participate, plan, and deliver PD offerings

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings

Practice: C3.1b	
Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.	
Evidence requested:	Samples of reflections from teachers as part of the MYP unit planning process and from students on MYP unit tasks showing how global contexts have been used as contexts for inquiry and address the appropriate objectives in each year of the MYP. The sample should represent a range of subject groups and year levels (i.e. different years from different subject-groups).
Findings:	Several student reflections were uploaded by the school. However, none of them address how the global contexts are used for inquiry; rather they consist of student reflections regarding the inquiry questions and the MYP objectives. The school uploaded one teacher reflection for each of the eight MYP subject groups. The MYP objectives are addressed in all of the teacher reflections. Almost all of the reflections reference inquiry-based learning engagements, but none of them reference the use of the global contexts being used for inquiry.
Additional evidence needed	Samples of reflections from students on MYP unit tasks showing how global contexts have been used as contexts for inquiry. The sample should represent a range of subject groups and year levels (i.e. different years from different subject-groups).
Conclusion: Matter not addressed.	

Data Selection Rationale

As part of our continuation as an approved International Baccalaureate Middle Years Program (IB-MYP) School, we undergo an evaluation every five years, in which a cadre of IB representatives visits our school and examines our program and its implementation. Our evaluation was completed in February 2020. Following that evaluation, the IB evaluation team provided us with a "Matters to Be Addressed" (MTBA) Report which we were required to satisfy, provide evidence of, and submit at the end of the 2021 school year. In response to our MTBA submission, we have one remaining MTBA to satisfy our evaluation. We have until December 1, 2021 to address this matter and submit documentation to IB for reevaluation. As IB-MYP is the crux of our school theme, addressing this matter is critical.

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
During a pre-announced collaborative planning session, the MYP Coordinator will facilitate Professional Development for each subject area in which teachers are coached on the use of student reflections and their coordination with the concept of global context.   Dates: September 1 - Science   September 10 - Language Arts   September 16 - Math   September 22 - Social Studies   September 30 - Electives

Person Responsible
Christine.Sturgeon@indianriverschools.org

Expected Evidence
Sign-in sheets, minutes from collaborative planning meetings   Power Point or other instructional material provided to teachers   Example student reflection sheets   Student samples to be collected and submitted by November 1 for submission to IBO

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
Observation of PD by administration during collaborative planning time.   Submission of materials via Canvas upload

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings

First Qtr Overall Average Daily Attendace rate in Power Bi was 91%. African American students had the lowest attendance rate at 88.8%. Asian 98.2%, Other 93.2%, White 91.3%, and Hispanic 90.8%. Friday was the lowest overall day of the week at 89.3% ADA.

Data Selection Rationale

Student attendance is a statistical indicator of student performance and achievement. Building relationships through student contacts can increase student attendance.

Implementation Steps

School Culture

High Yield Strategy
Monitoring and Feedback

Implementation Step
School Counselors are continuing the attendance intitiative that demonstrated positive results with EWI students identified in September. Each counselor has developed a plan to assist students with poor attendance in 2021 and increased their attendance during the 1st quarter. Counselors will add African American students with attendance below 93% to in each grade level to their grade level plan of EWI students to develop positive attendance behaviors.

Person Responsible
Todd.Racine@indianriverschools.org

Expected Evidence
Increase of 10% of EWI with greater than 90% ADA. African American student ADA will improve from 88.8 to 92%.

Monitor
Todd.Racine@indianriverschools.org

Monitor Methods
School Counselor attendance development plans reviewed at weekly Student Services meeting. Each counselor will share student progress, barriers, and recognitions for students meeting their individual attendance goals.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

Impact Review data identified a lack of evidence in ELA and Reading classes for Collaborative Planning and Differentiation.

Data Selection Rationale

Collaborative Planning and Differentiation are the two strongest indicators to ensuring that students with the greatest deficit in reading can increase their skills and proficiency.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Restructure Collaborative Planning days and times for ELA. Focus on Reading teachers implementing small group instruction on a daily basis.

Person Responsible
Melissa.Kurrus@indianriverschools.org

Expected Evidence
Colloaborative Planning schedules for October and November to meet with each grade level ELA team for the 45-minute. Instructional Coach to lead and take minutes for all ELA Collaborative Planning sessions. 100% of Intensive Reading teachers will utilize small group instruction on a daily basis.

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
Classroom Walkthroughs. Attending Collaborative Planning Sharing progress with principal Weekly review of lesson plans Impact Review on Dec. 3, 2021

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

Phase 2: Full Implementation

2021-2022 Goal Tracker from Power Bi Math	Category	Achievement		Learning Gain		Bottom Quartile		10/1	11/1
10/1 11/1 10/1 11/1	Math	28%	41%	39%	44%	49%	53%		

Data Selection Rationale
Monitoring predicted school grade trend data will increase the BQ and LG percentages through Collaborative Planning and data monitoring of individual students in each teacher's class.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Share monthly student data trends from Power Bi during data chats with Math teachers that focus on the Botttom Quartile and Learning Gains. Teachers will track individual students on a monthly basis using iReady data, Unit Assessment Data, and classroom performance to identify standards and skills to focus on during individual units of instruction.

Person Responsible
Melody.Wright@indianriverschools.org

Expected Evidence
Teachers will implement Formative Assessment and Engagement strategies learned in Professinoal Development when designing lesson plans for upcoming units of instruction.   Classroom Walkthroughs will demonstrate 100% student engagement.   Bottom Quartile, Learning Gains, and Student Achievement data will increase by 10% each in the 2nd quarter as measured on the Predicted School Grade Trend Data in Power Bi.

Monitor
Todd.Racine@indianriverschools.org

Monitor Methods
Monthly Power Bi Data results.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Less than 80% of teachers were utilizing PBIS Rewards Digital Program.

Data Selection Rationale
More than 80% of staff needs to practice PBIS intitiatives for whole school implementation.

Implementation Steps

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
PBIS will create a professional development to share best practices in PBIS Digital Rewards, SRMS School Store, Using PBIS to shape postive student behavior, Individual teacher stores for students to redeem rewards. PBIS committee felt a reset as well as an in depth training for new staff was necessary to ensure we have schoolwide participation.

Person Responsible
Michele.Holmes@indianriverschools.org

Expected Evidence
Increase in student participation in PBIS Rewards store, Evidence of more than 80% of teachers using PBIS Digital Rewards program during walkthroughs and teachers assigning points to students.

Monitor
Michele.Holmes@indianriverschools.org

Monitor Methods
PBIS Digital Rewards system. 100% of teachers will use the program weekly to reward students for positive behaior using the 4Rs--Ready, Righteous, Responsible and Respectful.

0341 Treasure Coast Elementary School

School of Marine Science

Scott Simpson , Principal

8955 85th Street

32958 FL Sebastian

772-978-8500

Vision

At Treasure Coast Elementary, we envision a school where student potential is boundless, differences are celebrated and all key stakeholders work hand in hand to create a risk free learning environment that nurtures the soul and fosters social and academic development.

School Mission

Treasure Coast Elementary is committed to empowering each and every student to reach their highest potential both socially and academically through the creation of a school wide culture where all key stakeholders are rooted in a continuous commitment to deepen our knowledge, strengthen our skills and honor our core values.

SCHOOL NARRATIVE

At Treasure Coast Elementary, a School of Marine Science, we emphasize marine education and its connection to the real world. Our goal is to provide a safe learning environment where all students feel welcomed, loved, and accepted. The teachers and staff are committed to providing high-quality instruction and support to meet the needs of all students. Our motto is "All Grit No Quit" and we show our GRIT through Giving our Best, Respect, Integrity, and Teamwork. Treasure Coast Elementary strives to promote social and academic growth and give each students a lifelong appreciation of learning.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
21	Simpson, Scott	Principal Elementary School	Scott.Simpson@indianriverschools.org	Treasure Coast Elementary School
21	Del Tufo, Susan	Asst Principal Elementary	Susan.DelTufo@indianriverschools.org	Treasure Coast Elementary School
21	Castillo, Chelsea	Reading Coach, Elementary	Chelsea.Castillo@indianriverschools.org	Treasure Coast Elementary School
21	Rollins, Theresa	Reading Coach, Elementary	Theresa.Rollins@indianriverschools.org	Treasure Coast Elementary School
21	Getchell, Amy	Math Coach	Amy.Getchell@indianriverschools.org	Treasure Coast Elementary School
21	Davis, Jennifer	Teacher Grade 2	Jennifer.Davis@indianriverschools.org	Treasure Coast Elementary School
21	Stanfield, Walter	Elementary Guidance Counselor	Walter.Stanfield@indianriverschools.org	Treasure Coast Elementary School

SCHOOL DEMOGRAPHICS

SIP Plan Id 21

School Code	0341	**Title I School**	Y
School Type	Elementary	**Economically Disadvantaged Rate (FRL) (survey 3 of**	49.5

2020-2021)

| Grades Served | K-5 | Every Student Succeeds Act (ESSA) Status | TS&I |

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	45%
Economically Disadvantaged Students	51%
English Language Learners	43%
Hispanic Students	51%
Multiracial Students	40%
Students with Disabilities	37%
White Students	53%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	B	61	0341
2018	B	57	0341
2019	C	51	0341

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
Survey Results (2021 School Year): On a scale of 1-5, students rated "There is a sense of belonging when at school" as 3.80.

Data Selection Rationale
Rationale: If students feel a greater sense of belonging while at school, student attendance and academic achievement will increase.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Using Sanford Harmony curriculum, students and teachers will participate in daily morning Circle Up, Buddy Up and increase their connections with their classmates

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Daily morning groups

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Walkthroughs

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Teachers and non-instructional staff that do not have a traditional classroom (coaches, specials, aides, ESE teachers, etc.) will choose a "buddy" class to join during Sanford Harmony groups.

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Roster of "buddy" teachers for each classroom

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Walkthroughs during Sanford Harmony.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The school PBIS team will meet to review positive reinforcements and procedures for students, implementing changes beginning 2nd quarter.

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Agendas and procedures developed.

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Fidelity checks and observations in classrooms, hallways, etc.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
ELA data (FSA 2021)

-
  - ELA Achievement: 58%
-
  - ELA Gains: 58%
-
  - ELA BQ Gains: 42%
-
  Math data (FSA 2021)
-
  - Math Achievement: 63%
-
  - Math Gains: 56%
-
  - Math BQ Gains: 32%
-
  Achievement Gap (FSA 2021)
-
  - ELA proficiency School-Black: 9%
-
  - ELA proficiency School-Hispanic: 24%
-
  - Math proficiency School-Black: 26%
-
  - Math proficiency School-Hispanic: 12%

Data Selection Rationale
Data Reasoning: FSA 2021 scores reflect the need for continuous improvement in ELA and Math. If teachers implement collaborative planning based upon the new B.E.S.T. standards, using the new curriculum, and following district pacing guides, ELA and Math scores will increase.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
A schedule will be developed for all grade levels for Collaborative Planning for both ELA and Math.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Weekly collaborative planning, implementation, and evidence as measured through student achievement.

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Meeting Agendas

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Through intentional and specific collaborative planning, teachers will increase in their knowledge and implementation of the new BEST standards in ELA and Mathematics. During the first quarter, student tasks will be aligned to the corresponding standards.

Person Responsible
Chelsea.Castillo@indianriverschools.org

Expected Evidence
Collaborative Plans   Implementation   Student Achievement

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Walkthroughs   Unit Assessments and Formative Assessments

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Teachers will meet weekly for Collaborative Planning for both ELA and Math with their coaches and a corresponding administrator

Person Responsible
Susan.DelTufo@indianriverschools.org

Expected Evidence
Meeting Agendas   Lesson Plans

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Meeting Agenda   Lesson Plans

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Teacher will implement lesson plans as developed during Collaborative Planning.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Evidence of collaborative planning lessons being implemented via observational walkthrough data.

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Walkthroughs

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
An initial meeting will occur with each grade level to establish Tier 2 and Intensive/Tier 3 intervention groups. The groups will be based upon the groups established from the prior grade level, taking into account FSA data and new students.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Tier 2 and Intensive/Tier 3 groups data meetings with staff.   Documentation from the meeting and scheduling audit in PBi will serve as expected evidence.

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Administrator is present and leading data meetings. Power Bi scheduling audit.

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Tier 2 and Intensive/Tier 3 groups will be implemented with fidelity across all grade levels.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Groups established and implemented.

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Fidelity checks.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
Science Data (Sping FSA 2021):
-
  - Science Achievement: 63%
-

 Attendance Data (2020-2021 School Year): Schoolwide: 93.8%
-

- Kindergarten: 93.9%
-
- 1st Grade: 94.1%
-
- 2nd Grade: 93.4%
-
- 3rd Grade: 94.1%
-
- 4th Grade: 93.4%
-
- 5th Grade: 93.6%
-

Data Selection Rationale

If students engage in Marine Science and STEAM integrated across content areas, then attendance and science scores will increase.   If the school implements Kagan strategies and attendance rewards, students will be more engaged and attendance will increase.

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Each grade level will develop a marine science-based STEAM Activity for 1st Quarter.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Development & Implementation of STEAM unit and corresponding activity for each grade level. Plan for each unit completed by the middle of each quarter with implementation completed by the end of the quarter.

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Student products and pictures/videos of activity. Evidence of colloaborative planning and lessons developed.

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Attendance will be tracked and celebrated for individual students and classes.

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Attendance will be posted in the hallway near the Guidance Counselor's room.   Teachers will call parents and document low attendance in FOCUS under Student Documentation for individual students.

Monitor
Walter.Stanfield@indianriverschools.org

Monitor Methods
Monthly fidelity checks.

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Teachers will participate in Kagan Strategies training.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Attendance logs during training

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Attendance logs

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Teachers will implement Kagan Strategies to increase student engagement: Leveled Groups   Time-Pair-Share   Rally Robin

Person Responsible
Theresa.Rollins@indianriverschools.org

Expected Evidence
Kagan strategies and structures will be in place in classrooms.

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Fidelity checks for Kagan structure implementation

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings
Survey Results (2021 School Year):   On a scale of 1-5, students rated "There is a sense of belonging when at school" as 3.80.

Data Selection Rationale
Rationale: If students feel a greater sense of belonging while at school, attendance and academic achievement will increase.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
The school PBIS team will train teachers and implement updated Positive Behavior Interventions and Supports.

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Agendas   Supports

Monitor
Susan.DelTufo@indianriverschools.org

Monitor Methods
Fidelity checks   Observations

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
ELA data (iReady FALL 2021, percent above 50th percentile):

-
- K: 50%
-
- 1st: 47%
-
- 2nd: 51%
-
- 3rd: 55%
-
- 4th: 63%
-
- 5th: 56%
-

 Math data (iReady FALL 2021, percent above 50th percentile)

-
- K: 52%
-
- 1st: 55%
-
- 2nd: 62%
-
- 3rd: 71%
-
- 4th: 51%
-
- 5th: 40%
-

Data Selection Rationale
*Continuation from Quarter 1 Data Reasoning: FSA 2021 scores reflect the need for continuous improvement in ELA and Math. If teachers implement collaborative planning based upon the new B.E.S.T. standards, using the new curriculum, and following district pacing guides, ELA and Math scores will increase.

Implementation Steps

Academics

High Yield Strategy
Standards Aligned Instruction

Phase 2: Full Implementation

Implementation Step
Through intentional and specific collaborative planning, teachers will increase their knowledge and implementation of the new BEST standards in ELA and Mathematics. During the second quarter, student tasks will be _differentiated_ in order to meet the needs of all students.

Person Responsible
Chelsea.Castillo@indianriverschools.org

Expected Evidence
Collaborative Plans   Implementation   Student Achievement

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Walkthroughs   Unit Assessments and Formative Assessments

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Meetings will occur with each grade level to alter Tier 2 and Intensive/Tier intervention groups. The groups will be adjusted by student deficit according to recent data, altering the intervention and progress monitoring.

Person Responsible
Scott.Simpson@indianriverschools.org

Expected Evidence
Tier 2 and Intensive/Tier 3 groups

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Fidelity Checks

Academics

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Meetings will occur with each grade level to specifically analyze at data of Black and Hispanic students in the Lowest Quartile. Data will also be analyzed to increase the percentage of Black and Hispanic students that are scoring at or above grade level. Tier 2 and Intensive/Tier intervention groups will be added and adjusted by student deficit according to the recent data, altering the intervention and progress monitoring.

Person Responsible
Jennifer.Davis@indianriverschools.org

Expected Evidence
Agendas   Intervention Groups

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Walkthroughs   Data analysis

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Science Data (Percent of students scoring 70% of above on Unit Assessments):

-
- Science Achievement: 54%

Attendance Data (Fall 2021 Quarter 1): Schoolwide: 92%

-
- Kindergarten: 89.9%
-
- 1st Grade: 91.9%
-
- 2nd Grade: 92.6%
-
- 3rd Grade: 92.5%

Phase 2: Full Implementation

-
  - 4th Grade: 92.1%
-
  - 5th Grade: 92.9%
-

Data Selection Rationale

*Note: Attendance data includes students counted "present" when quarantined, excludes 7-day school shutdown due to COVID, and students staying home for any symptoms. If students engage in Marine Science and STEAM integrated across content areas, then attendance and science scores will increase. If the school implements Kagan strategies and attendance rewards, students will be more engaged and attendance will increase.

Implementation Steps

School Theme

High Yield Strategy
Standards Aligned Instruction

Implementation Step
Attendance for individual students will be tracked and celebrated, keeping into account continued mitigation strategies.

Person Responsible
Walter.Stanfield@indianriverschools.org

Expected Evidence
Attendance results   Documentation in FOCUS

Monitor
Scott.Simpson@indianriverschools.org

Monitor Methods
Monthly fidelity checks

0161 Vero Beach Elementary School

School of Project-Based Learning	
Lyndsey Matheny , Principal	
1770 12th Street	
32960 FL Vero Beach	
772-564-4550	

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

School Mission
At Vero Beach Elementary, we empower our Tribe, within our campus and the community, to engage in transformative and authentic experiences that develop confident, life-long learners. Through Project-Based Learning, we will master core academic content while building critical thinking, problem solving, collaboration, and communication skills.

SCHOOL NARRATIVE

Vero Beach Elementary is a Gold Model Project-Based Learning school, that offers students the ability to create meaningful connections between core academics and real-world application. Our students, families, and staff know that when they are on our campus, they are safe and cared for. Through outside partnerships and on-campus support, we are dedicated to serving ALL students and families with the highest levels service.   What We Offer Project- Based Learning Kindergarten Aeroponics Audubon Advocates Program Extended Day Tutoring Moonshot Tutoring Moonshot Storytime Pride of the Tribe Points of Pride PBIS Gold Model School   5th Grade Band Program High Impact Grant Recipient "Primary Literacy Library"   High Impact Grant Recipient, "Student Scientists Help Save the Indian River Lagoon"

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
15	Matheny, Lyndsey	Principal Elementary School	Lyndsey.Matheny@indianriverschools.org	Vero Beach Elementary School
15	Conway, Shawn	Teacher Grade 5	Shawn.Conway@indianriverschools.org	Vero Beach Elementary School
15	Dunn, Paul	Math Coach	Paul.Dunn@indianriverschools.org	Vero Beach Elementary School
15	Barth, Elizabeth	Interventionist	Elizabeth.Barth@indianriverschools.org	Vero Beach Elementary School
15	Keeley, Sharon	Literacy Coach	sharon.keeley@indianriverschools.org	Vero Beach Elementary School
15	Patterson, Ataaba	Literacy Coach	Ataaba.Patterson@indianriverschools.org	Vero Beach Elementary School
15	Van Brimmer, Sarah	Asst Principal Elementary	Sarah.VanBrimmer@indianriverschools.org	Vero Beach Elementary

Plan Id	Name	Position	Email	School Name
				School

SCHOOL DEMOGRAPHICS

SIP Plan Id 15

School Code	0161	Title I School	Y
School Type	Elementary	Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)	69.8
Grades Served	K-5	Every Student Succeeds Act (ESSA) Status	TS&I

ESSA Subgroups Federal Index (10 or more students)

*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	38%
Economically Disadvantaged Students	48%
English Language Learners	46%
Hispanic Students	48%
Multiracial Students	43%
Students with Disabilities	36%
White Students	51%
Asian Students	*

Needs Assessment Summary

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	46	0161
2018	D	39	0161
2019	C	46	0161

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

Our climate survey shows that for the descriptor "There is a sense of belonging at my school," was rated at 3.80. Our attendance data shows an overall attendance rate of 91.7% for the 2020-2021 school year. In addition, more than half of the student populations showed chronic or severe attendance issues. Students with chronic attendance issues represented 31% of the student body and students with severe attendance issues represented 28% of the student body.

Data Selection Rationale

Belonging and attendance data show that this is an area of need that directly impacts social-emotional well-being and academic achievement.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Create Criteria for Success / look fors for Morning Meetings to share with staff. We will provide - Examples / Non-Examples and model specific Sanford Harmony strategies during our staff retreat and first day back.

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
100% of teachers will be able to identify and give examples of effective morning meeting components.

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
Data from formative assessment during PD.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
Create and administer 10-question culture & climate survey to obtain feedback regarding student perspectives and sense of belonging at school.

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
75% of students will complete survey about student perspectives and sense of belonging at school.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Utilize behavioral and attendance intervention plans for students exhibiting early warning system indicators.

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
Students showing academic or behavioral needs will demonstrate an increase in on-task behaviors and school attendance.

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
Utilize Power BI for attendance and behavioral data.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Implement morning meeting in all K-5 classrooms with fidelity.

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
100% of classrooms will display the characteristics of an effective morning meeting based on walkthroughs.

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
Classroom walkthroughs

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Based on FSA scores from the 20-21 school year, students in all areas performed below targets and below previous data points. The only area that showed improvement was BQ Math learning gains. When comparing our end of year state assessments to assessments throughout the school year, the data did not align to what our predicted outcomes were.

Data Selection Rationale
When analyzing teacher instruction, student work, and student outcomes, we determine that student expectations and differentiation for individual students may have been a potential reason for the unaligned data points.

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
During collaborative planning sessions, coaches and administrators will work with grade level teams to determine how to differentiate independent tasks durng the instructional block. This will be for all levels of students.

Person Responsible
Ataaba.Patterson@indianriverschools.org

Expected Evidence
Lesson plans reflecting below, on, and above grade level students and what tasks will be provided to meet their academic needs.

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
Discussion during grade level planning   Lesson plan review with differentiated tasks identified for all students

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Create collaborative lesson plans that include daily formative assessments DOLs and engagement strategies

Person Responsible
Paul.Dunn@indianriverschools.org

Expected Evidence
Lesson plans that reflect daily DOLs and embedded engagement strategies   Classroom data that supports delivery of planned lessons with DOLs and engagement strategies

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
classroom walkthrough data   review of lesson plans   collaborative planning attendance

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Implementation of formative assessment tool (i.e. Cruising Clipboard) to track student progress on a daily basis

Person Responsible
Ataaba.Patterson@indianriverschools.org

Expected Evidence
teachers will have formative data tracker on hand with evidence of student data   during collaborative planning, coach and admin will present questions based on grade level DOLs

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
evidence of formative data tracker being used

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
In the 2020-2021 school year, all grade levels completed one Project-Based Learning cycle focused on a community need.

Data Selection Rationale

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Appoint PBL coordinator(s) to sustain growth from previous school year.   Assigned Cari Berwick, 5th grade teacher to lead PBL movement. Co-coordinator to be assigned

Person Responsible

Expected Evidence
Confirmation of PBL coordinator position.   Confirmation to lead pre-school training on PBL framework.

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
establish weekly meetings with administration and PBL coordinator(s)

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Overview training of PBL framework for newly hired VBE teachers.   Trainers include Cari Berwick and admininstration   New teachers will be provided a binder of PBL information introduced

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Log of attendees

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
log of attendees

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
During collaborative planning and RTI/Enrichment planning with individual grade levels, teams will plan PBL for roll out in the 2nd quarter or 2nd semester.   Teams will plan for enhanced PBL opportunities and embed the PBL framework into all subject areas.

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Teachers/grade levels will take pre-exisiting lessons and incorporate PBL concepts into everyday lessons.   This will be evidenced in grade level lesson plans and during classroom walkthroughs.

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
Collaborative Planning Notes   Classroom walkthroughs

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
All grade levels will be expected to embed PBL design elements into the instructional model into all content areas.   PBL posters visible   Lessons with embedded design element   collaborative planning with coaches

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Purchase PBL posters for all classrooms- posted and visible in classrooms   check of lesson plans with design elements listed and strategies used

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
Make sure all PBL posters are posted and visible in classrooms

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
establish PBL committee

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Develop roster   Weekly agenda   attendee sign-in   action plan for PBL movement

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture
Phase 2: Full Implementation

Data Findings
Currently, we have 11 ODRs (11 different students- 6 B, 3 O, 2- W) and 19 minor infractions (14 different students- 10 B, 6 W, 2 H, 1 O). Three referrals were on SDIRC transportation. Five of the students who have generated ODRs haven't had the opportunity, until just recently, to arrive to school on time in order to participate in their classes morning meeting. As our bus routes have been adjusted, we hope to see an increase in positive interactions with these students.

Data Selection Rationale
Since 9/27/21, we have been able to implement significant behavioral interventions with these students to potentially increase their positive behavior and decrease their unwanted behaviors.

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Continue to u tilize behavioral and attendance intervention plans for students exhibiting early warning system indicators. We have created attendance groups, weekly attendance recognitions for highest attending grade level, skills streaming, self regulating groups, and social skills opportunities for students exhibiting a need.

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
Decrease in ODR data from 11 referrals to 8 referrals for the 2nd quarter.   Increased attendance from 91.6% to 95%- overall ADA

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
Power Bi Discipline Dashoard and Attendance Dashboard

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Plan for and implement morning meetings in every k-5 classroom using the Sanford Harmony program

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Criteria for success is met in every classroom   100% of classes will start the day with a morning meeting using the criteria for success tied to the lessons in Sanford Harmony

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
classroom walkthroughs and quantifiable data of evidence/data collected from those walks

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Create a student survey to gather nformation related to feelings/thoughts for the purpose of identifying the root cause of a lack of "belonging"

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
completion of 10- question survey

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
Check FORMS data to determine if 75% of student participation has been captured

Data & Systems Review Organizer

Phase 2: Full Implementation

Academics

Phase 2: Full Implementation

Data Findings
After reviewing the Power Bi School Grade Dashboard, we are currently showing predictions that are above last year's actual results in the areas of ELA acheivement, ELA LG, ELA BQ LGs, Math LGs, and Science. We are below last year's actual results in math acheivement and Math BQ Learning Gains.

Data Selection Rationale
This platform of data allows us to drill down to ensure that the needs are being met for students across the board. We are able to analzye BQ data, ESE data, subgroup demographic outcomes, and triangulate the information with I-Ready.

Implementation Steps

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Grade level teams will collaboratively plan twice a week with the support of coaches and administration. Collaborative plans will be content specific and include differentiated instructional tasks to meet students academic needs based on data. Collaborative plans will also address the needs of the ELL, ESE, and AA/Black students based on data and indicate scaffolded instructional methods to support access to grade level content. Ongoing data analysis and student growth will be monitored during collaborative planning with grade level teams in order to adjust as needed.

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Lesson plans reflecting below, on, and above grade level students and what tasks will be provided to meet their academic needs. Evidence of differentiated tasks for students during lessons

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
Discussion during grade level planning Lesson plan review with differentiated tasks identified for all students physical evidence of differentiated tasks for students during instructional block

Academics

High Yield Strategy
Collaborative Planning

Implementation Step
Continue to create collaborative lesson plans that include daily formative assessments DOLs and engagement strategies

Person Responsible
Sarah.VanBrimmer@indianriverschools.org

Expected Evidence
Lesson plans that reflect daily DOLs and embedded engagement strategies Classroom data that supports delivery of planned lessons with DOLs and engagement strategies Physical evidence of implemented DOLs

Monitor
Sarah.VanBrimmer@indianriverschools.org

Monitor Methods
classroom walkthrough data review of lesson plans collaborative planning attendance team/subject data chat to complete item analysis of formative assessments and UAs

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Project-Based Learning is a teaching method in which students learn actively engaging in real-world and personally meaningful projects. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In the 2020-2021 school year, all grade levels completed one Project-Based Learning cycle focused on a community need.

Data Selection Rationale
Vero Beach Elementary is a Project-Based Learning School. Research shows that students participating in the Buck Institute Gold Model, outperformed their peers in reading growth and proficiency. In our VBE cohort, students who were in an identified PBL cohort were 3 times more likely to be proficient in reading than peers in a traditional instructional model (Gil, 2019). Data from this same school based report, showed all students in PBL settings outperformed their peers on I-Ready diganostic assessments. The subgroup that outperformed all others on this same measure, was Black/African American (by 66 scale points).

Implementation Steps

Phase 2: Full Implementation

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Plan for PBL unit on November 1st PD day (3-5)   Plan for PBL Unit During the month of November (K-2)- provide embedded PD on PBL

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
Submitted template/outline of expected PBL project

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
template/outline to be submitted the same day as PBL planning occurs

School Theme

High Yield Strategy
Collaborative Planning

Implementation Step
Continue to monitor the embedded PBL elements in lessons plans

Person Responsible
Lyndsey.Matheny@indianriverschools.org

Expected Evidence
indicators of PBL elements highlight in all content area plans

Monitor
Lyndsey.Matheny@indianriverschools.org

Monitor Methods
lesson plan reviews

0031 Vero Beach High School

Advanced Placement and STEAM Program

Shawn O'Keefe , Principal

1707 16th Street

32960 FL Vero Beach

772-564-5600

Vision

It is the responsibility of Vero Beach High School to work together to achieve success for all students. This vision statement is commonly referred to using the short catch phrase "VBHS...Together We Achieve Success".

School Mission

Vero Beach High School's rich tradition of excellence in academic, career/technical, extra curricular, and arts programs provide the foundation for a safe and nurturing environment that addresses students' diverse talents, interests and abilities as we further prepare them to adapt to the challenges of ever-changing local, global, and virtual/digital communities. At VBHS our teachers and staff are actively engaged to consummately improve and inspire student learning. No matter our job title, we are all educators at VBHS, working diligently to provide the best instruction, learning environment, and facility possible for our t students and provide the best instruction, learning environment, and facility possible for our students and families. Our school supports the goals of our school district, and community as an asset. Our Indian families are proud to say that their child attends VBHS. With great pride in their school, our student are happy and exhibit honorable qualities of respect, tolerance, hard work, and perseverance in all that they do. Working collaboratively, our instructional staff seeks to answer the critical questions of learning and develop learning goals that are strategic, specific, measurable, attainable, results oriented, and time bound in order to realize our collective educational aspirations. Together, we are goal oriented, supportive, and our decisions and actions keep the best interests of our students and stakeholders at heart.

SCHOOL NARRATIVE

At VBHS where inspirational education lives, we provide students with an experiential education that excites, engages, and enriches through unique, hands-on, real-world learrning. Critical thinking, collaboration, communication, creativity, innovation and citizenship are skills we cultivate.   Vero Beach High School is a flagship of scholastic distinction. The *Advanced Scholar & Collegiate Academy (ASC Academy)* is a premier academy of choice that focuses on accelerated instruction with pre-advanced placement (grade 9), advanced placement, and dual enrollent (college) courses options availavle to prepare students for post-secondary eduation. The *Career and Technical Education Program (CTE)* is committed to preparing and growing our students to suceed in college and career readiness through instilling the ideals of professionalism, leadership, ans service. VBHS provides students the opportunity to explore or enroll in CTE courses that integrate rigorous and relevand standards to changing industry demands.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
6	O'Keefe, Shawn	Principal High School	Shawn.Okeefe@indianriverschools.org	Vero Beach High School
6	Ahrens, Greg	Asst Principal Senior High	GREG.Ahrens@indianriverschools.org	Vero Beach High School
6	Morgan, Rahshard	Asst Principal Senior High	Rahshard.Morgan@indianriverschools.org	Vero Beach High School
6	Erickson, David	Asst Principal Senior High	David.Erickson@indianriverschools.org	Vero Beach High School
6	Gonzalez, Vanessa	Asst Principal Senior High	Vanessa.Gonzalez@indianriverschools.org	Vero Beach High School
6	Hiller, Mary	Teacher Science Senior High	John.Deangelis@indianriverschools.org	Vero Beach High School
6	Teachout, Meghan	Reading Coach, Senior High	Meghan.Teachout@indianriverschools.org	Vero Beach High School
6	Bayless, Victoria	Social Studies	Victoria.Bayless@indianriverschools.org	Vero Beach High School

School Improvement Plan

Plan Id	Name	Position	Email	School Name
6	Martin, John	Teacher Science Senior High	John.Martin@indianriverschools.org	Vero Beach High School
6				
6				
6				

SCHOOL DEMOGRAPHICS

SIP Plan Id 6

School Code	0031	**Title I School**	N
School Type	High	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	40.9
Grades Served	9-12	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	44%
Economically Disadvantaged Students	51%
English Language Learners	45%
Hispanic Students	56%
Multiracial Students	55%
Students with Disabilities	40%
White Students	66%
Asian Students	83%

Needs Assessment Summary

The COVID-19 Panemic had a negative impact on all areas of student achievement except for Graduation Rate which gre to 96%. The 21-22 school year will focus on learning gains that will restore VBHS achievement levels to that of the 18-19 school year in all subjects.   Data for 20-21 indicates theat *math learning gains* was VBHS's lowest performance with 25% from 54% in 18-19, a decline of 29%.   The second lowest area was *math achievement* with 29% from 50% in 18-19, a decline of 21%.   ESSA Data: Was not updated nationally due to COVID: Students With Disabilities (SWD) remain at 40%.   Data from the 18-19 school year will transfer to the 21-22 school year, SWD continues to be the target subgroup for VBHS.

SCHOOL GRADES

School Year	Letter Grade	Percent Grade	School Code
2017	C	53	0031
2018	B	56	0031
2019	B	60	0031

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings
The average attendance rate for VBHS students for the 2020-2021 school year was 89.2%. There were 1,088 Office Discipline Referrals (ODRs) at VBHS during the 2020-2021 school year. Fourteen percent of VBHS students received 1 or more ODRs during the 2020-2021 school year. Sixty-two percent of Students with Disabilities received 1 or more ODRs during the 2020-2021 school year. Student responses to the 2020-2021 Climate Survey showed an average score of 3.55 (out of 5) for the statement: "Students feel a sense of belonging at school." Teacher responses to the 2020-2021 Climate Survey showed an average score of 3.2 6 (out of 5) for the statement: "Staff feel there are opportunities for career ad vancement." Teacher responses to the 2020-2021 Climate Survey showed an average score of 3.38 (out of 5) for the statement: "Professional development programs support staff professional growth." Graduation Rate increased from 94% to 96%.

Data Selection Rationale
The data selected shows that students may feel disconnected with school after the C OVID year . The data selected shows that a disproportionate percentage of SWD (ESSA subgroup) received 1 or more ODRs in comparison with their peers. The data selected shows that staff w ant increa sed opportu nities for professional de velopment and leadership roles. _GOAL_ If students are engaged, attendance will increase and ODRs will decrease. Student climate survey results will show that students are engaged in lessons and feel a sense of belonging. With teacher choice and voice, teacher morale will increase. The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%. The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%. Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "Students feel a sense of belonging at school." Teacher responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement : "Staff feel there are opportunities for career advancement. Teacher responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement : "Professional development programs support staff professional growth."

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Pillar Professional Learning Communities (PLCs): AP, CHIEFS, PBIS, Culture/Climate, STARR, Emotional Intelligence, STEAM, CTE; Select Dates: 08/24/21 & 09/28/21

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
Teachers – through Pillar PLC teams – will analyze school data, identify a need, and develop a plan to address that need during Quarters 2-4.

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
Pillar Minutes/ Agenda; Pillar Facilitators: Kere Minton, Valerie Roberts, Kristin Wiley, Paula Hoekzema, Amy Coonce , Paula Robinson, John Martin, Thomas Lange

---

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Teachers select their Pillar Professional Learning Communities (PLCs): AP, CHIEFS, PBIS, Culture/Climate (Tykes and Teens), STARR, Emotional Intelligence, STEAM, CTE

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
Pillar Selection Electronic Form

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
Agendas from Pillar meetings.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Teachers and staff will receive training on the Multi-Tiered Support Systems (MTSS) process.

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
SWDs who receive 1 or more ODRs during Quarter 1 will be reduced by 12 percentage points from Quarter 1 last year.

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
Monitor weekly MTSS meeting notes and ODR rates for students with disabilities.

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Pillars of professional development will be added to school wide pd opportunities based on engagement strategies.   Teachers will write a plan to address the identified need.

Person Responsible
Shawn.Okeefe@indianriverschools.org

Expected Evidence
Teachers wil write their action plans to address identified need. Admin will collect those plans and develop PD to support the needs.   Teachers will attend weekly collaborative planning weekly and specifically address ongoing engagement strategies.   Teachers will add engagement strategies into their lesson plans.   Engagement data will improve from impact review #1 at 37% to at least 60% by impact review #2.

Monitor
Shawn.Okeefe@indianriverschools.org

Monitor Methods
Admin will collect actions plans, monitor for engagement strategies while conducting classroom walkthroughs and impact review data.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings
Forty-four percent of VBHS students who took the ELA FSA during the 2020-2021 school year made Achievement. ELA Achievement decreased by 12 percentage points from the 2018-2019 school year.   Twenty-nine percent of VBHS students who took the Algebra EOC or Geometry EOC during the 2020-2021 school year made Achievement. Math Achievement decreased by 21 percentage points from the 2018-2019 school year.   Fifty-eight percent of VBHS students who took the Biology EOC during the 2020-2021 school year made Achievement. Science Achievement decreased by 9 percentage points from the 2018-2019 school year.   Sixty-five percent of VBHS students who took the U.S. History EOC during the 2020-2021 school year made Achievement. Social Studies Achievement decreased by 6 percentage points from the 2018-2019 school year.   The average attendance rate for VBHS students for the 2020-2021 school year was 89.2%.   There were 1,088 Office Discipline Referrals (ODRs) at VBHS during the 2020-2021 school year. Fourteen percent of VBHS students received 1 or more ODRs during the 2020-2021 school year.   Sixty-two percent of Students with Disabilities received 1 or more ODRs during the 2020-2021 school year.   Student responses to the 2020-2021 Climate Survey showed an average score of 3. 22 (out of 5) for the statement: "The lessons at my school keep students' attention."   Graduation Rate increased from 94% to 96%.

Data Selection Rationale
The data select ed shows a decrease in academic achievement during the COVID year.   If students are engaged, academic achievement and attendance will increase and ODRs will decrease.
   GOAL   Fifty-six percent of students will make ELA Achievement as evidenced by the 2 0 22 ELA FSA.   Fifty-five percent of students will make Math Achievement as evidenced by the 2022 Algebra EOC and 2022 Geometry EOC.   Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC.   Seventy-nine percent of students will make Social Studies Achievement as evidenced by the 2 022 U.S. History EOC.   The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.
   The percentage of SWDs who receive 1 or more ODR s during the 2021-2022 school year will decrease to 50%.   Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "The lessons at my school keep students' attention."

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
Teachers will participate in Engagement Strategies professional development (d el ivere d by Ed ucato r Qua l i t y). They will identify engagement strategies to implement into their lesson plans weekly.   Ongoing support for engagement strategies will occur every Wednesday during collaboratie planning.

Person Responsible
John.Martin@indianriverschools.org

Expected Evidence
Evidence for implementation of engagement strategies will include weekly lesson plans, classroom walkthroughs, and improvement from impact review #1 at 37% to 70% for impact review #2.

Monitor
John.Martin@indianriverschools.org

Monitor Methods
Impact Review 1

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
VBHS Olympics Team Building Event

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
Teacher E ngagement and a sense of belonging and teamwork. Evidence of success will be collected through quarterly surveys.

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
Observational and survey data will serve as the monitoring methods.

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
New Teacher STARR Program will be used as a method for supporting student engagement in new teachers classrooms. Mentors and mentees will be paired up for ongoing monthly support. Monthly agenda topics will include continued support and professional development for student engagement strategies. These strategies include instructional groups, collaborative learning opportunites, tasks aligned to the standard, and students as the locus of control.

Person Responsible
Rahshard.Morgan@indianriverschools.org

Expected Evidence
New teachers will imp lement engagement strategies in their classes based on students needs, student voice. Evidence of implementation of engagement strategies include colaborative planning agendas and meeting notes, and weekly lesson plans. Additional evidence will be collected from the mentor/mentee forms.

Monitor
Rahshard.Morgan@indianriverschools.org

Monitor Methods
Admin will monitor lesson plans, Mentor/Mentee Feedback Forms, and conduct weekly classroom walkthroughs for new teachers to observe implementation of engagement strategies.

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
Collaborativ e Planning through Departmental Collaborative Teams , Wednesdays 2:15 -3:0 0 PM

Person Responsible
Shawn.Okeefe@indianriverschools.org

Expected Evidence
Teachers will include engagement st rategies in colla borative lesson plans . Teachers will implement engagement s trategies in their classes.

Monitor
Shawn.Okeefe@indianriverschools.org

Monitor Methods
Collaborative Lesson Plans and Agendas   Impact Review 1

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
Coaches will lead cross-curricular Collaborative Planning PD-to-Practice Sessions   (45-m inutes) Main Campus : Tuesdays during Planning Periods, and FLC every Wednesday during planning periods.

Person Responsible
Meghan.Teachout@indianriverschools.org

Expected Evidence
Teachers will include engagement strategies in collaborative lesson plans. Teachers will implement engagement strategies in their classe s. Engagement strategies will improve based on the first impact review from 37% to 70% during the second impact review.

Monitor
Shawn.Okeefe@indianriverschools.org

Monitor Methods
Collaborative Lesson Plans and Agendas   Weekly classroom walkthrough data   Impact Review 1 Impact Review 2

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
VBHS will implement A2 extended learing opportunities and tutoring to support students academic success.   In stru ction al coaches will c rea te and i mp l ement a targ eted

in tervention pro g ram t o clos e achiev e m e nt g a p s d ue t o COVID sc ho o l ye ar.

Person Responsible
Rahshard.Morgan@indianriverschools.org

Expected Evidence
A2 plans completed, targeted list of students invited and encouraged to attend, improved unit assessment scores.

Monitor
Rahshard.Morgan@indianriverschools.org

Monitor Methods
District Assessment Data

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
Support Facilitation will be provided to students that have the support documented on their Individualized Education Plan (IEP). The support will be provided by a certified teacher.

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
Students will be provided small group instruction that allows for explicit instruction based on student need in order to scaffold instruction and increase student achievement.

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
V. Gonzalez will meet with resource specialists Adrianne Moody and Elizabeth Miller to review support faciliatation schedules. Program Specialist Dr. Daphne Mathews will serve as a guide and support for compliance of support facilitation program.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings
VBHS received a Bronze School Designation from the District STEAM Committee for the 2020-2021 school year. Fifty-eight percent of VBHS students who took the Biology EOC during the 2020-2021 school year made Achievement. Science Achievement decreased by 9 percentage points from the 2018-2019 school year. Twenty-five percent of students made Learning Gains in Math as evidenced by the 2021-2022 Algebra I and Geometry EOCs. Acco rding to P ower BI , 2 7 % VBHS students we re enrolled in advanced Math courses durin g t he 2 02 0-2021 schoo l ye ar . According to P owerBI , 32 % VBHS students were enrolled in advanced Math courses during the 2020-2021 school year.

Data Selection Rationale
District STEAM Committee Designations are based on a comprehensive rubric that evaluates a school's STEAM initiative. VBHS received a Bronze School Designation in its inaugural year. VBHS is working towards a Silver School Designation. The data selected shows a decrease in academic achievement during the COVID year. GOALS Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC. Fifty-four percent of students will make Learning Gains in Math as evidenced by the 2021-2022 Algebra I and Geometry EOCs . The percentage of students enrolled in advanced Math courses for the 2021-2022 will equal or exceed the percentage enrolled during the 2020-2021 school year – despite COVID backslide . The percentage of students enrolled in advanced Science courses for the 2021-2022 will equal or exceed the percentage enrolled during the 2020-2021 school year – despite COVID backslid e.

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Schedule students in higher level math and science courses, higher level math = Algebra 2 hoors, Pre-Calculus Honors, AP Statistics, AP Calculus AB and BC, Analsyis of Functions, Higher level Science+ Bio Honors, AP Bio, Chemisry Honors, AP Chemistry, Physics Honors, AP Physics 1, Anatomy Physiology Honors, AP Environmental Science.

Person Responsible
David.Erickson@indianriverschools.org

Expected Evidence
The percentage of students scheduled in advanced Math and Science courses will increase – despite COVID backslide . Per PowerBI 09/03/21, 3 3 % VBHS students are enrolled in advanced S cience courses. Per PowerBI 0 9 /03/21 , 29% VBHS students are e nrol l e d in ad vanced Math c ourse s

Monitor
David.Erickson@indianriverschools.org

Monitor Methods
PowerBI Scheduling app, Evidence

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
STEAM Team Co llaborative Planning PD

Person Responsible
John.Martin@indianriverschools.org

Expected Evidence
Co llaborative lesson p lans will show   engagement strategie s .

Monitor
John.Martin@indianriverschools.org

Monitor Methods
S TEAM Designation Evidenc e , D is tr ic t STE AM T eams Sit e

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Engagement Strategies PD (delivered by Educator Quality)

Person Responsible
John.Martin@indianriverschools.org

Expected Evidence
STEAM cohort teachers will implement engagement strategies in their classrooms.

Monitor
John.Martin@indianriverschools.org

Monitor Methods
STEAM District and School Walkthroughs

Phase 2: Full Implementation

Data & Systems Review Organizer

School Culture

Phase 2: Full Implementation

Data Findings

The average attendance rate for VBHS students for the 2020-2021 school year was 89.2%.   There were 1,088 Office Discipline Referrals (ODRs) at VBHS during the 2020-2021 school year. Fourteen percent of VBHS students received 1 or more ODRs during the 2020-2021 school year. Sixty-two percent of Students with Disabilities received 1 or more ODRs during the 2020-2021 school year.   Student responses to the 2020-2021 Climate Survey showed an average score of 3.55 (out of 5) for the statement: "Students feel a sense of belonging at school."   Teacher responses to the 2020-2021 Climate Survey showed an average score of 3.2 6 (out of 5) for the statement: "Staff feel there are opportunities for career ad vancement."   Teacher responses to the 2020-2021 Climate Survey showed an average score of 3.38 (out of 5) for the statement: "Professional development programs support staff professional growth."   Graduation Rate increased from 94% to 96%.

Data Selection Rationale

The data selected shows that students may feel disconnected with school after the C OVID year .   The data selected shows that a disproportionate percentage of SWD (ESSA subgroup) received 1 or more ODRs in comparison with their peers.   The data selected shows that staff w ant increa sed opportu nities for professional de velopment and leadership roles. **GOAL** If students are engaged, attendance will increase and ODRs will decrease. Student climate survey results will show that students are engaged in lessons and feel a sense of belonging.   W ith teacher choice and voice, teacher morale will increase.   The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.   The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%.   Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "Students feel a sense of belonging at school."   Teacher responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "Staff feel there are opportunities for career advancement."   Teacher responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: **"Professional development programs support staff professional growth."**

Implementation Steps

School Culture

High Yield Strategy
Engagement Strategies

Implementation Step
Power BI shows that many 9 th and 10 th grade students have 2+ EWI's, calling for Tier 1 measures of correction and support: 1.   VBHS Tardy Tank has been fully implemented with a Phase 1 (one week) and Phase 2 (maintenance) measures in place where students are escorted to class after being processed as tardy. 2.   PBIS is underway because of our VBHS PBIS Pillar work among teachers with Kristin Wiley as leader: They secured $1500 to begin with American Legion Post 39 donating $1000 to the cause alonf with an anonymous $500 donation.   They made 500 sheets of Pride Pays Bucks to begin distribution to teachers. Weekly drawing boxes are in the Cafeteria, Media Center, Main Office and Guidance (main camp) and one in the Media Center at the FLC. Rewarding a ticket is up to the teacher. If they see a student doing something amazing, whatever that definition is to them, they give a ticket. Behaviors rewarded align to TRIBE PRIDE (Prepared, Respectful, Integrity, Dedicated, Enthusiastic).   Drawings are held every Friday. They are "going big": Airpods, Firesticks, Amazon Alexa, Gaming keyboards, $50 gift cards to Bass Pro Shop, Ulta, etc. 3.   "Should Be" or BQ students are being divided up among admin., coaches, counselors, and others to mentor with documented monthly progress meetings and weekly monitoring for grades, attendance, tutoring participation, and discipline.

Person Responsible
Vanessa.Gonzalez@indianriverschools.org

Expected Evidence
The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.   The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%.   Students will get to class on time and students tardy will decrease by 50%.   PBIS will help to decrease ODR's by 25%.

Monitor
Vanessa.Gonzalez@indianriverschools.org

Monitor Methods
MTSS team, including school counselors monitor EWS system to contact students with less than 90% attendance.   MTSS team meets weekly to discuss Tier 2 interventions and problem solve for specific students receiving supports from the Success Coach and Aspire program.   PBIS school team meets monthly to plan Tier 1 incentives and initiatives.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings

Forty-four percent of VBHS students who took the ELA FSA during the 2020-2021 school year made Achievement.   ELA Achievement decreased by 12 percentage points from the 2018-2019 school year.   Twenty-nine percent of VBHS students who took the Algebra EOC or Geometry EOC during the 2020-2021 school year made Achievement.   Math Achievement decreased by 21 percentage points from the 2018-2019 school year.   Fifty-eight percent of VBHS students who took the Biology EOC during the 2020-2021 school year made Achievement. Science Achievement decreased by 9 percentage points from the 2018-2019 school year.   Sixty-five percent of VBHS students who took the U.S. History EOC during the 2020-2021 school year made Achievement. Social Studies Achievement decreased by 6 percentage points from the 2018-2019 school year.   The average attendance rate for VBHS students for the 2020-2021 school year was 89.2%.   There were 1,088 Office Discipline Referrals (ODRs) at VBHS during the 2020-2021 school year.   Fourteen percent of VBHS students received 1 or more ODRs during the 2020-2021 school year. Sixty-two percent of Students with Disabilities received 1 or more ODRs during the 2020-2021 school year.   Student responses to the 2020-2021 Climate Survey showed an average score of 3.22 (out of 5) for the statement: "The lessons at my school keep students' attention."   Graduation Rate increased from 94% to 96%.

Data Selection Rationale

The data select ed shows a decrease in academic achievement during the COVID year.   If students are engaged, academic achievement and attendance will increase and ODRs will decrease.   **GOAL**   Fifty-six percent of students will make ELA Achievement as evidenced by the 2022 ELA FSA.   Fifty-five percent of students will make Math Achievement as evidenced by the 2022 Algebra EOC and 2022 Geometry EOC.   Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC.   Seventy-nine percent of students will make Social Studies Achievement as evidenced by the 2022 U.S. History EOC.   The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.   The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%.   Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "The

Phase 2: Full Implementation

lessons at my school keep students' attention."

Implementation Steps

Academics

High Yield Strategy
Engagement Strategies

Implementation Step
1   Identification of VBHS BQ "Should Be" students for differentiation, acceleration, connection, and engagement: Every VBHS teacher has now received their list of our "should be", or BQ (bottom quartile) students from Vanessa Gonzalez.   As I discussed in our faculty meeting on 10/19/21, these are students who have likely experienced a "COVID backslide" regarding their academic progress and are in need of differentiation, acceleration, connection and engagement in classrooms as implemented.   As I discussed in the faculty meeting, one of these efforts will be school wide, and so every teacher is to determine   strategic seating for these students, and this is important for 3 reasons: 1.   Teachers are aware of who their BQ students are. 2.   Once identified, teachers are being strategic with regard their academic needs for differentiation, acceleration, connection, and engagement. 3. This is a research-based strategy for instructional classrooms, which shows that strategic seating arrangements can play a huge role in student performance.   How teachers seat them strategically is up to them, if they are being strategic with the placement of these students, so they know who they are, and are following ID and seating with being strategic for their academic needs.   Teachers bring their list of "should be" students, as well as their seating charts and description of their seating strategy with regards to these identified students, to their Formative Conference with their evaluating administrator.   VBHS Operational System are in place and operating for 2021-22 SY .   A2 Plan implementation on both campuses as follows: FLC – We are focusing on our "should be" group who historically scored at 3+, but last year fell to level 2's in achievement for ELA and/or Math. 72 Particular students have been selected at the FLC, their parents contacted and are regularly attending acceleration sessions after school with coaches and tutors.   VBHS-MC has continued with our A2 "Student Center" or (Help Lab), assisting students on various subject matters.   The times: Tuesday and Thursday 2:00-3:30PM with transportation provided.

Person Responsible
Shawn.Okeefe@indianriverschools.org

Expected Evidence
Fifty-six percent of students will make ELA Achievement as evidenced by the 2022 ELA FSA.   **Fifty-five percent of students will make Math Achievement as evidenced by the 2022 Algebra EOC and 2022 Geometry EOC.   Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC.**   Seventy-nine percent of students will make Social Studies Achievement as evidenced by the 2022 U.S. History EOC.   T he average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.   The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%.   Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "The lessons at my school keep students' attention."

Monitor
David.Erickson@indianriverschools.org

Monitor Methods
Assistant Principals will montior "Should Be" student strategic differentiation when meeting with teachers during the formative evlauation conference.   Impact Review walkthroughs that focus on VBHS high yield strategy, Engagement, UDL, and Differentiated Instruction.   Weekly Collaborative Planning by department, teachers plan engagment strategies. Unit assessement performace monitoring by academic coaches.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
VBHS received a Bronze School Designation from the District STEAM Committee for the 2020-2021 school year.   Fifty-eight percent of VBHS students who took the Biology EOC during the 2020-2021 school year made Achievement. Science Achievement decreased by 9 percentage points from the 2018-2019 school year.   Twenty -five percent of students made Learning Gains in Math as evidenced by the 2021-2022 Algebra I and Geometry EOCs.   Acco rding to P ower BI , 2 7 % VBHS students we re enrolled in advanced Math courses durin g   t he 2 02 0-2021 schoo l ye ar .   According to P owerBI , 32 % VBHS students were enrolled in advanced Math courses during the 2020-2021 school year.

Data Selection Rationale
 District STEAM Committee Designations are based on a comprehensive rubric that evaluates a school's STEAM initiative.   VBHS received a Bronze School Designation in its inaugural year. VBHS is working towards a Silver School Designation.   The data selected shows a decrease in academic achievement during the COVID year.   **GOAL**   Fifty-six percent of students will make ELA Achievement as evidenced by the 2022 ELA FSA.   Fifty-five percent of students will make Math Achievement as evidenced by the 2022 Algebra EOC and 2022 Geometry EOC.   Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC.   Seventy-nine percent of students will make Social Studies Achievement as evidenced by the 2022 U.S. History EOC.   The average attendance rate for VBHS students for the 2021-2022 school year will be at least 91%.   The percentage of SWDs who receive 1 or more ODRs during the 2021-2022 school year will decrease to 50%.   Student responses to the 2021-2022 Climate Survey will show an average score of 4.0 (out of 5) for the statement: "The lessons at my school keep students' attention."

Implementation Steps

School Theme

High Yield Strategy
Engagement Strategies

Implementation Step
Vero Beach High School STEAM-HIS program is a pilot program that has been thoughtfully designed with the college bound honors student in mind. VBHS has selected a small group veteran teacher to come together over this summer to design honors level curriculum that focuses on student engagement of cross curricular links between subjects, topics, and standards that are taught in the 10 th grade classroom.   Additionally, the STEAM-HIS program has created a Leadership Class for our students. The purpose of the class is to engage students in learning: College bound study skills Learning strategies Small group leadership skills Career exploration Small project management Public presentation strategies   Throughout the 2021-22 school year, VBHS STEAM-HIS will be looking for local experts and business leaders in the fields of study that the students are learning about. The experts will have the opportunity to give a short talk about their field, work with small groups of students, or mentor students in project-based learning opportunities. The goal of VBHS STEAM-HIS is to make the curriculum real and relevant to our future leaders.

Person Responsible
Shawn.Okeefe@indianriverschools.org

Expected Evidence
Seventy-two percent of students will make Science Achievement as evidenced by the 2022 Biology EOC.   Fifty-four percent of students will make Learning Gains

Phase 2: Full Implementation

in Math as evidenced by the 2021-2022 Algebra I and Geometry EOCs.   The percentage of students enrolled in advanced Math courses for the 2021-2022 will equal or exceed the percentage enrolled during the 2020-2021 school year – despite COVID backslide.   The percentage of students enrolled in advanced Science courses for the 2021-2022 will equal or exceed the percentage enrolled during the 2020-2021 school year – despite COVID backslide .

Monitor
David.Erickson@indianriverschools.org

Monitor Methods
Math coach will progress monitor student performance on assessments.   Math coach will support lesson planning to incorporate differentiated lessons and engagment strategies.   STEAM team collaborative planning will monitor develop lesson plans that incorporate engagement strategies and UDL into lessons.

0131 Wabasso School

Chris Kohlstedt , Principal

8895 U.S. Highway 1

32958 FL Sebastian

772-978-8000

Vision
To educate, inspire, and empower our students to succeed in school and community through academic achievement, development of independent living, communication, and social skills in a safe environment.

School Mission
To serve all students with excellence to maximize their full potential.

SCHOOL NARRATIVE
Wabasso School is a special education center school serving students ages 5-22. To meet the unique needs of our students, we offer four program models: intensive, integrated, behavioral and a transition program. Our dedicated staff provides instruction that positively impacts student achievement, communication skills, social, emotional and behavioral growth. Within a safe and supportive learning environment children develop their academic and independent living skills to meet post-secondary goals and successful community integration.

SCHOOL LEADERSHIP

Plan Id	Name	Position	Email	School Name
12	Kohlstedt, Christopher	Principal Special Ed School	Christopher.Kohlstedt@indianriverschools.org	Wabasso School
12	Hartmann, Alyssa	Teacher On Assignment Ese	Alyssa.Hartmann@indianriverschools.org	Wabasso School
12	Frengel, Bryanna	Behavior Support Technician	Bryanna.Frengel@indianriverschools.org	Wabasso School
12	Neely, Lauren	Teacher Exceptional Ed - Ve	Lauren.Neely@indianriverschools.org	Wabasso School
12	Shepard, Dustin	Teacher Exceptional Ed - Ve	Dustin.Shepard@indianriverschools.org	Wabasso School
12	Schneller, Jennifer	Speech & Language Pathologist	Jennifer.Wyne@indianriverschools.org	Wabasso School

SCHOOL DEMOGRAPHICS

SIP Plan Id 12

School Code	0131	**Title I School**	N
School Type	Combination	**Economically Disadvantaged Rate (FRL) (survey 3 of 2020-2021)**	45.9
Grades Served	K-12	**Every Student Succeeds Act (ESSA) Status**	TS&I

ESSA Subgroups Federal Index (10 or more students)
*Groups with less than 10 students are shown with an asterisk (*)*

Black/African American Students	35%
Economically Disadvantaged Students	44%
English Language Learners	*
Hispanic Students	*
Multiracial Students	*
Students with Disabilities	44%
White Students	61%

Asian Students   *

Needs Assessment Summary

SCHOOL GRADES

Data & Systems Review Organizer

School Culture

Phase 1: Analyze, Reflect, Identify

Data Findings

2020-2021 Attendance   1,563 Student Absences= 85% average daily attendance   319 Excused = 1,244 Unexcused

Data Selection Rationale

A goal of 90% or higher average daily attendance is set for 2021-2022. We cannot effectively impact a student's growth and development if they are not consistently at school.

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicate expectations for attendance with parents. Power Point slide created for Quarterly Parent Night presentation. Shared on website as Parent Night became virtual due to COVID restrictions.

Person Responsible
Alyssa.Hartmann@indianriverschools.org

Expected Evidence
Increased student attendance.

Monitor
Alyssa.Hartmann@indianriverschools.org

Monitor Methods
Mrs. Hartmann has sent home a letter to parents whose child has missed 5 unexcused days in the first 30 day period. Mrs. Hartmann also calls the home personally after two consecutive absences to check on student and remind parents of the attendance expectations for Wabasso.

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Attendance data will be shared at 2nd Parent Night to illustrate the increase or decrease in attendance since the beginning of the year and in comparison to the 2020-2021 school year.

Person Responsible
Alyssa.Hartmann@indianriverschools.org

Expected Evidence
Increased student attendance and parent awareness of the impact of absence on performance.

Monitor
Alyssa.Hartmann@indianriverschools.org

Monitor Methods
Alyssa checks attendance each day to determine whether a call is necessary or not and she documents her phone calls in FOCUS so that there is a record of communication for each student, each time they have exceeded the minimum days of absence.

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Communication and expectations around Faculty and Staff attendance via Power Point during faculty meeting. Shared data regarding the excessive absences of faculty and staff both COVID related and unrelated and the negative impact caused when senseless absence occurs. It was also shared that Administration will not approve any more than 3 absences on any given day to control the excessive absences and to encourage faculty and staff to plan ahead for pre-determined absence (vacation).

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Increase attendance from Faculty and Staff. Fewer staff shifts to fill ansent positions. Increased consistency for students which leads to less disruption, improved behaviors and higher levels of student success.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Consistent monitoring and reporting of excessive faculty and staff absences. Currently working on incentives for those with exemplary attendance.

Data & Systems Review Organizer

Academics

Phase 1: Analyze, Reflect, Identify

Data Findings

11 out of 12 Students scored a Level 2 or Below on their FSA ELA. 11 of 12 Students scored a Level 2 or Below on their FSA Math. Each student taking an EOC in 2021 scored a Level 1 FSAA data varies by student by subject but those participatingin the FSAA have severe cognitive conditions.

Data Selection Rationale

Students being served at Wabasso generally have conditions, either intellectual or behavioral, which impede typical reception of information or academic development. It is, however, an expectation that students receive standards-based instruction as well as behavioral modification to optimize potential for cognitive reception. Through academic delivery in ULS, N2Y, Edgenuity and adopted curriculum which is standards-based and differentiated for access to all learners, our goals are to increase academics, independent skills, behavior modification and self regulation skills.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Establish Collaborative Planning times for each classroom to ensure that sufficient time is available to plan lessons, collaborate with PLC, collaborate with classroom-based teams. This time is available daily from 7:30-8:15 for Teachers.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Teachers will have a minimum of two weeks of lessons planned whether they are FSA, FSAA or Transition. Behavior plans and documents will be organized and updated daily.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Walk-throughs, data chats, lesson plan checks.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Standing monthly data chats by service model (FSA-Tuesday, FSAA-Wednesday, Transition-Thursday). Teachers bring data to the meetings and discuss progress or delays, rational for both, short-term goals and areas where extra support may be needed.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Increased student engagement, higher academic achievement, skill development, independence and improved behaviors for those who have behavioral goals.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Visual data displays (if available), teacher documentation of progress for pre and post assessments.

Data & Systems Review Organizer

School Theme

Phase 1: Analyze, Reflect, Identify

Data Findings

Students are typically being served at Wabasso because they have specific needs that have failed to be met at "Typical" schools. Our academic data shows student's who are performing below grade level. Some, substantially below grade level. Academic gaps, though important, are not priority. Daily living and skills of independence are the priority.

Data Selection Rationale

Wabasso's intent is to provide as individually specific services as possible to meet each students needs. Several of the needs are directly related to behaviors which impact academic performance. Our focus, therefore is on each individual student's needs and is channeled through academic scheduling and our Learning to Live Program.

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicate the continuation of the Learning to Live project with the Wabasso team during Pre-Planning.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence

Collaboration with teachers and staff to ensure that student targeted activities and tasks align. Learning to Live Teacher is able to prepare for activities in advance so that materials and lessons are ready when students attend.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Administration and Teacher meet frequently to discuss the progress and areas for support.

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Met with April Taylor (Teacher) to write a Big Idea Grant through the Education Foundation. Received finalist notification and developed presentation criteria to be shared on September 13.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
We are hopeful that we will receive the Big Idea Grant so that we can remove some of the financial barriers or restrictions associated with the program.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Once/If the Grant is received, we will monitor the expenditures to determine current and future needs and to continue to plan effective and meaningful learning opportunities for the students.

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicated the Learning to Live Program with parents via Power Point presentation during our quarterly Parent Night. The power point was made available to parents virtually due to COVID restrictions and a text, voicemail and email were sent to connect families to the information on the website.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Parents will have the opportunity to ask questions, make connections, give input and ultimately support the initiative.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Ongoing communication regarding this initiative will be shared each quarter through scheduled Parent Meetings.

Phase 2: Full Implementation

School Culture

Phase 2: Full Implementation

Data Findings
2020-2021 Attendance   1,563 Student Absences= 85% average daily attendance   319 Excused = 1,244 Unexcused

Data Selection Rationale
A goal of 90% or higher average daily attendance is set for 2021-2022. We cannot effectively impact a student's growth and development if they are not consistently at school.

Implementation Steps

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Students and staff were engaged in a celebratory event through PBIS to support attendance. Students and staff received "Perfect Attendance" certificates to celebrate attendance. All students and staff were invited to the event to make the celebration visible so that all students and staff will strive to have better attendance.

Person Responsible
Alyssa.Hartmann@indianriverschools.org

Expected Evidence
Celebrations for improved and perfect attendance should decrease the number of days absent.

Monitor
Alyssa.Hartmann@indianriverschools.org

Monitor Methods
Records kept in FOCUS. Each day students accrue 2 consecutive absences, the family is phoned and reminded of the importance of attendance on learning.

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicate expectations for attendance with parents. Power Point slide created for Quarterly Parent Night presentation. Next Parent Night is scheduled for Otober 22.

Person Responsible
Alyssa.Hartmann@indianriverschools.org

Expected Evidence
Increased student attendance.

Monitor
Alyssa.Hartmann@indianriverschools.org

Monitor Methods
Mrs. Hartmann has sent home a letter to parents whose child has missed 5 unexcused days in the first 30 day period. Mrs. Hartmann also calls the home personally after two consecutive absences to check on student and remind parents of the attendance expectations for Wabasso

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Attendance data will be shared at 2nd Parent Night to illustrate the increase or decrease in attendance since the beginning of the year and in comparison to the 2020-2021 school year.

Person Responsible
Alyssa.Hartmann@indianriverschools.org

Expected Evidence
Increased student attendance and parent awareness of the impact of absence on performance.

Monitor
Alyssa.Hartmann@indianriverschools.org

Monitor Methods
Alyssa checks attendance each day to determine whether a call is necessary or not and she documents her phone calls in FOCUS so that there is a record of communication for each student, each time they have exceeded the minimum days of absence.

Phase 2: Full Implementation

School Culture

High Yield Strategy
Differentiated Instruction

Implementation Step
Communication and expectations around Faculty and Staff attendance via Power Point during faculty meeting. Shared data regarding the excessive absences of faculty and staff both COVID related and unrelated and the negative impact caused when senseless absence occurs. It was also shared that Administration will not approve any more than 3 absences on any given day to control the excessive absences and to encourage faculty and staff to plan ahead for pre-determined absence (vacation).

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Increase attendance from Faculty and Staff. Fewer staff shifts to fill ansent positions. Increased consistency for students which leads to less disruption, improved behaviors and higher levels of student success.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Consistent monitoring and reporting of excessive faculty and staff absences. PBIS "Random Rewards" event was hosted on October 8 to celebrate students and staff with perfect attendance. Certificates for perfect attendance were distributed to those who earned them. All students and staff attended the first event to build momentum for the second reward for attendance event. Those who do not have significantly improved or perfect attendance will not be permitted to participate in the Quarter 2 celebration.

Data & Systems Review Organizer

Academics

Phase 2: Full Implementation

Data Findings
11 out of 12 Students scored a Level 2 or Below on their FSA ELA. 11 of 12 Students scored a Level 2 or Below on their FSA Math. Each student taking an EOC in 2021 scored a Level 1 FSAA data varies by student by subject but those participatingin the FSAA have severe cognitive conditions.

Data Selection Rationale
Students being served at Wabasso generally have conditions, either intellectual or behavioral, which impede typical reception of information or academic development. It is, however, an expectation that students receive standards-based instruction as well as behavioral modification to optimize potential for cognitive reception. Through academic delivery in ULS, N2Y, Edgenuity and adopted curriculum which is standards-based and differentiated for access to all learners, our goals are to increase academics, independent skills, behavior modification and self regulation skills.

Implementation Steps

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Establish Collaborative Planning times for each classroom to ensure that sufficient time is available to plan lessons, collaborate with PLC, collaborate with classroom-based teams. This time is available daily from 7:30-8:15 for Teachers.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Teachers will have a minimum of two weeks of lessons planned whether they are FSA, FSAA or Transition. Behavior plans and documents will be organized and updated daily.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Walk-throughs, data chats, lesson plan checks.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
Standing monthly data chats by service model (FSA-Tuesday, FSAA-Wednesday, Transition-Thursday). Teachers bring data to the meetings and discuss progress or delays, rational for both, short-term goals and areas where extra support may be needed.

Person Responsible

Phase 2: Full Implementation

Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Increased student engagement, higher academic achievement, skill development, independence and improved behaviors for those who have behavioral goals.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Visual data displays (if available), teacher documentation of progress for pre and post assessments.

Academics

High Yield Strategy
Differentiated Instruction

Implementation Step
After our Quarter 1 Walkthrough, a faculty meeting was conducted to review ULS and SBI so that teachers understood more clearly, what the expectations were regarding academic instruction and planning for the academic success of students.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Standards are visible in teacher lesson plans and instruction should consistently follow the lesson plans.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Occassional Lesson plan spot check to ensure that the planning phase of instruction is being met with fidelity.

Data & Systems Review Organizer

School Theme

Phase 2: Full Implementation

Data Findings
Students are typically being served at Wabasso because they have specific needs that have failed to be met at "Typical" schools. Our academic data shows student's who are performing below grade level. Some, substantially below grade level. Academic gaps, though important, are not priority. Daily living and skills of independence are the priority.

Data Selection Rationale
Wabasso's intent is to provide as individually specific services as possible to meet each students needs. Several of the needs are directly related to behaviors which impact academic performance. Our focus, therefore is on each individual student's needs and is channeled through academic scheduling and our Learning to Live Program.

Implementation Steps

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicate the continuation of the Learning to Live project with the Wabasso team

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Collaboration with teachers and staff to ensure that student targeted activities and tasks align. Learning to Live Teacher is able to prepare for activities in advance so that materials and lessons are ready when students attend.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Administration and Teacher meet frequently to discuss the progress and areas for support. IEP goals may reflect the intervention program.

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Received finalist notification from Education Foundation and received $3000 in Publix gift cards to support implementation.

Phase 2: Full Implementation

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Increased opportunities for engagement, especially in the area of cooking and food preparation and related skills.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
We will monitor the expenditures to determine current and future needs and to continue to plan effective and meaningful learning opportunities for the students.

School Theme

High Yield Strategy
Differentiated Instruction

Implementation Step
Communicated the Learning to Live Program with parents via Power Point presentation during our quarterly Parent Night. The power point was made available to parents virtually due to COVID restrictions and a text, voicemail and email were sent to connect families to the information on the website. Next scheduled Parent night is October 22 from 5:30-7:00.

Person Responsible
Christopher.Kohlstedt@indianriverschools.org

Expected Evidence
Parents will have the opportunity to ask questions, make connections, give input and ultimately support the initiative.

Monitor
Christopher.Kohlstedt@indianriverschools.org

Monitor Methods
Ongoing communication regarding this initiative will be shared each quarter through scheduled Parent Meetings.