

School District of Indian River County

# Dodgertown Elementary School



2020-21 Schoolwide Improvement Plan

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# Dodgertown Elementary School

4350 43RD AVE, Vero Beach, FL 32967

[www.indianriverschools.org](http://www.indianriverschools.org)

## Demographics

**Principal: Aretha Vernetta**

Start Date for this Principal: 7/17/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	74%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Transforming education to inspire and empower ALL students to maximize their full potential.

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Vernette, Aretha	Principal	<a href="https://drive.google.com/file/d/1WBCh1CIW10CY98c4xf9c-TWirEY0t8Xq/view?usp=sharing">https://drive.google.com/file/d/1WBCh1CIW10CY98c4xf9c-TWirEY0t8Xq/view?usp=sharing</a>
Racine, Kristen	Assistant Principal	<a href="https://drive.google.com/file/d/1TD1wS89TpdII-mRuITpZOx8BHtPCjkd1/view?usp=sharing">https://drive.google.com/file/d/1TD1wS89TpdII-mRuITpZOx8BHtPCjkd1/view?usp=sharing</a>
Swanigan, Denise	Instructional Coach	<a href="https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing">https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing</a>
Whittaker, Kathryn	Teacher, ESE	<a href="https://drive.google.com/file/d/1N_-iNYQFT2BSGaySoWuxPin67hgaot0E/view?usp=sharing">https://drive.google.com/file/d/1N_-iNYQFT2BSGaySoWuxPin67hgaot0E/view?usp=sharing</a>
Miller, Stacey	Instructional Coach	<a href="https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing">https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing</a>
Ingrum, Raina	Instructional Coach	<a href="https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing">https://drive.google.com/file/d/1S-J8GxZnQbC06gBYktuucYZGepAcz0xX/view?usp=sharing</a>
Arreola, Maria	Instructional Coach	K-3 Reading Interventionist <a href="https://drive.google.com/file/d/1yJ9Y8C_z-1vR-oZf39J4ucqeGCSnr8U_/view?usp=sharing">https://drive.google.com/file/d/1yJ9Y8C_z-1vR-oZf39J4ucqeGCSnr8U_/view?usp=sharing</a>
Schofield, Kristi	Guidance Counselor	<a href="https://drive.google.com/file/d/1Kihx8IFEKPYpWS1L83zAr-i3VHyo_vqX/view?usp=sharing">https://drive.google.com/file/d/1Kihx8IFEKPYpWS1L83zAr-i3VHyo_vqX/view?usp=sharing</a>

### Demographic Information

**Principal start date**

Friday 7/17/2020, Aretha Vernetta

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

20

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	74%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	91	70	67	46	68	0	0	0	0	0	0	0	382
Attendance below 90 percent	37	17	17	11	16	12	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	4	3	0	0	0	0	0	0	0	7
Course failure in ELA	11	7	3	8	5	4	0	0	0	0	0	0	0	38
Course failure in Math	11	7	3	8	5	4	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	12	13	16	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	9	12	10	5	3	0	0	0	0	0	0	0	48

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	19	11	6	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Monday 8/31/2020

**Prior Year - As Reported**

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	11	6	5	7	0	0	0	0	0	0	0	38

**The number of students identified as retainees:**

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

**Prior Year - Updated**

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	8	11	6	5	7	0	0	0	0	0	0	0	38

**The number of students identified as retainees:**

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



## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	58%	57%	39%	54%	55%
ELA Learning Gains	56%	57%	58%	51%	53%	57%
ELA Lowest 25th Percentile	65%	54%	53%	70%	52%	52%
Math Achievement	40%	63%	63%	55%	60%	61%
Math Learning Gains	61%	60%	62%	68%	62%	61%
Math Lowest 25th Percentile	58%	48%	51%	53%	51%	51%
Science Achievement	26%	54%	53%	22%	48%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	60%	-38%	58%	-36%
	2018	33%	56%	-23%	57%	-24%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	32%	61%	-29%	58%	-26%
	2018	22%	56%	-34%	56%	-34%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
05	2019	30%	54%	-24%	56%	-26%
	2018	38%	52%	-14%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	64%	-35%	62%	-33%

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	53%	-29%	53%	-29%
	2018	33%	54%	-21%	55%	-22%
Same Grade Comparison		-9%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	54	63	15	76	87					
ELL	28	55		56	55		23				
BLK	25	51	55	35	60	56	15				
HSP	33	58		56	53		39				
WHT	25	73		29	75						
FRL	26	56	64	39	61	58	27				

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	21		18	36		17				
ELL	25	36		56	68		27				
BLK	25	47	64	38	46	50	14				
HSP	38	53	64	67	69		52				
WHT	36	35		33	35		36				
FRL	32	49	60	46	53	58	26				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	48	54	26	57	55	7				
ELL	27	55	80	72	74	60					
BLK	37	46	71	41	65	57	19				
HSP	36	57	77	68	71	50	19				
WHT	50	47		56	69		27				
FRL	35	50	68	52	65	50	17				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

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

**English Language Learners**

Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

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

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

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

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

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

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

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

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

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

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

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

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

Each year, our school continues to improve and refine the Multi-Tiered System of Indian River - 0151 - Dodgertown Elementary School - 2019-20 SIP Supports for academics as well as for Behaviors. Interventions are implemented and responses are monitored.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

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

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

1. ELA Achievement (ESSA: SWDs 6, AA 25%, White 25%, ELLs: 28%, Hisp 33%, FRL 26%)
2. Science Achievement (ESSA: AA 15%, ELL 23%, Hisp 39%, FRL: 27%)
3. Math Achievement (ESSA: SWDs 15%, White 29%, AA 35%, Hisp 56%, FRL 39%)

4. SWD ELA Achievement (ESSA: SWDs 6%)
5. SWD Math Achievement (ESSA: SWDs 15%)

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

DESCRIPTION

Instructional Practice, as it relates to student engagement on tasks and discourse that are aligned to grade-level, standards- based targets.

IMPACT ON STUDENT LEARNING

In “The Highly Engaged Classroom”, Marzano (2011) mentioned that “engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, change that they will learn what is being addressed in class”.

RATIONALE

**Area of Focus Description and Rationale:** At Dodgertown Elementary, we believe many students do not get a chance to demonstrate what they know on assessments (including standardized assessment) because they are not able to complete “timed assessments”.

As a result, we would like to ensure time for students to independently engage in the responsibility of performance tasks that build endurance after students have received adequate support guided and peer support.

BASELINE

In March of 2020, fewer than 50% of students were able to complete “timed endurance challenges” for ELA and/or Mathematics.

At the close of the 2019-2020 school year, Dodgertown students performed as follows on the SDIRC unit assessments:

ELA Overall Unit Assessment Weighted Average: 53.25%  
 Math Overall Unit Assessment Weighted Average: 58.35%

On the end-of-year endurance challenge, at least 80% of students will complete “endurance challenges” that simulate expectations for “timed assessments”.

**Measurable Outcome:** At the close of the 2020-2021 school year, Dodgertown students will perform as follows on the SDIRC unit assessments:

ELA Overall Unit Assessment Weighted Average: 70%  
 Math Overall Unit Assessment Weighted Average: 70%

**Person responsible for monitoring outcome:** Aretha Vernette (aretha.vernette@indianriverschools.org)

**Evidence-based Strategy:** Release rigorous grade level, standards-aligned tasks to students (i.e. Be the “guide on the side” not the “sage on the stage”.

**Rationale for Evidence-** In “Releasing”, Fisher and Frey (2008) stressed, “We must transfer responsibility for learning to our students gradually—and offer support at every step”. Avoid asking students to assume full responsibility for their learning prematurely in the instructional cycle: newly

**based Strategy:** (or barely) learned tasks do not make for good independent learning activities. Instead, provide adequate amounts of support as an essential part of the transfer of responsibility for learning.

Fisher, D. & Frey, N. (2008). *Releasing. Educational Leadership*, November 2008, 32-37.

### Action Steps to Implement

**ACTION STEP: Establish Learning Objectives**

Teachers must clearly establish the purpose behind any activity, including what exactly students are supposed to do to successfully perform learning tasks.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

**ACTION STEP: Teacher Modeling, "I do"**

Students deserve to see an example of the kind of thinking and language a new task will require before they engage in that task independently, and teachers can provide that example. Through modeling—either by thinking aloud or by showing students their written notes—teachers reveal what goes on in their minds as they solve problems, read, write, or generate ideas. Modeling does not mean providing explanations or questioning students; it means demonstrating the way experts think as they approach problems. Modeling includes, but is not limited to, 1) Choosing Strategies for Comprehension; 2) Teaching Word Solving; 3) Highlighting Text Structures; and 4) Explaining Text Features.

See box below for more modeling details...

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

- 1) Choosing Strategies for Comprehension: such as questioning, inferring, making connections, summarizing, and predicting
- 2) Teaching Word Solving: using context clues, looking “inside the word” at prefixes, suffixes, bases, roots, or cognates of the target word for clues to meaning
- 3) Highlighting Text Structures: One way readers extract meaning from texts is through recognizing common text structures. Almost all narrative texts, for example, use a “story grammar” that includes character, setting, plot, conflict, resolution, dialogue, and various literary devices. Teachers should model using these structures as a tool for understanding stories
- 4) Explaining Text Features: Students often need help understanding the text features included with many academic readings, such as tables, charts, figures, bold and italicized words, and headings. Many students aren’t even sure when they should read text features— before, during, or after the text. But a lot of essential information can be presented in these features. Teachers should model how to thoughtfully analyze text features.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

**ACTION STEP: Design Collaborative Student Work**

Armed with a clear learning objective and examples of the kind of thinking and actions they should engage in, students will be ready to work—but not to work independently yet. First, they need time to try out their fledgling understandings in collaborative work with their peers. Collaborative learning transfers more responsibility to students, yet provides them with peer support. But the real key to collaborative groups lies in accountability. Each student must be held accountable for some aspect of the work.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

**ACTION STEP: Provide Guided Instruction**

While modeling and collaborative work provide a great start, some learners will require guided instruction to successfully assume responsibility for their own learning. Guided instruction is the strategic use of cues,



prompts, or questions to facilitate student thinking. Teachers should base guided instruction on what formative assessments reveal that students need. Such instruction is most effective with small groups.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

Participate in the SDIRC beginning-, middle-, and end-of-year Impact Reviews.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

Model Effective Collaborative Planning Expectations

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP:** Address Feedback from the previous Impact Review

Questioning

- 1) Plan/design quality standards-aligned Higher Order Thinking Questions (HOTQs);
- 2) Plan to release rigorous grade level, standards-aligned tasks to students. (Be the “guide on the side” not the “sage on the stage”.);
- 3) Plan to use “close reading strategies” such as the deliberate annotation of text;

Monitoring

Plan to use deliberate methods to check for

- 1) understanding and
- 2) standards mastery.

Plan to answer the following questions, “How do you know when a student is not mastering the standards? What will you do about it?”

Accountable Talk

Plan student discourse opportunities to allow all students to demonstrate their understanding of the standard, including team roles that hold all students accountable.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP:** Practice Delivery (Support PD to Practice)

In a non-judgmental and non-evaluative manner, conduct side-by-side coaching cycles with classroom teachers to assist with reaching the goals that teacher set for themselves based on classroom and student data and to assist with implementing/practicing skills gained from PD (PD to Practice Support).

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP:** Administrators will Observe for Instructional Delivery (Accountability)

Examine academic programs and school culture initiatives 1)ensure that essential practices are being implemented; 2) sustain results to a) meet the needs of all learners and b) maximize student outcomes.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP:** Participate in Internal Impact Reviews (Leadership Team)

Conduct and include classroom teachers in school-based Impact Reviews to increase opportunities to improve teaching and learning through feedback, reflection and refinement of our Action Plan(s).

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP: Design and Implement "Acclimate & Accelerate" Plan**

Find strategic time during the day to acclimate and accelerate student learning, including but not limited to, self-imposed modified instructional days in which students are given the opportunity to demonstrate full responsibility for their learning.

**Grades 3-5**

**Independent Responsibility**

1. Read Paired Text: FL Coach Practice Tests
2. Answer Corresponding Questions
3. Annotate where each question was found
4. Practice "Time Mgt" Skills: finish the test; answer all questions

**Peer Support**

1. Read Paired Text: FL Coach Practice Tests
2. Answer Corresponding Questions
3. Annotate where each question was found

**Guided Support**

1. Read Paired Text: FL Coach Practice Tests
2. Answer Corresponding Questions
3. Annotate where each question was found
4. Test Taking Strategies

**Grades 1-2**

- 15-Students-Solo-Read-Passage; Annotate-Unknown-Words
- 05-Teacher-Reads-Passage-Aloud
- 03-Students-Solo-Answer-Question-1
- Students-Solo-Annotate-Evidence-to-support-answer-for-Question-1
- 03-Student-Teams-Answer-Question-1
- Student-Teams-Annotate-Evidence-to-support-answer-for-Question-1
- 03-Teacher-Reviews-Answer-to-Question-1
- Teacher-Reviews-Annotated-Evidence-to-support-answer-for-Question-1

**Grammar/Language Lessons**

- Teacher provides direct instruction
- Student teams for guided practice
- Students work solo for independent practice

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**#2. Instructional Practice specifically relating to Small Group Instruction**

DESCRIPTION

Instructional Practice, as it relates to closing “Small Group Instruction”.

IMPACT ON STUDENT LEARNING

Small-group instruction targeting deficiencies in text reading fluency and/or math fluency is an imperative part of intervention at Dodgertown Elementary.

RATIONALE

**Area of Focus Description and Rationale:**

Reading fluency is necessary for reading comprehension, yet many students have inadequate reading fluency skills.

Math fluency, especially fluency with multiplication facts, is a necessary foundational skill for many mathematics standards.

BASELINE

At the close of the 2019-2020 school year, Dodgertown students performed as follows on the SDIRC unit assessments:

ELA Overall Unit Assessment Weighted Average: 53.25%  
 Math Overall Unit Assessment Weighted Average: 58.35%

John C. Begeny, Rebecca A. Levy & Stacey A. Field (2018) Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research, Journal of Applied School Psychology, 34:1, 36-64, DOI: 10.1080/15377903.2017.1328628

**Measurable Outcome:**

At the close of the 2020-2021 school year, Dodgertown students will perform as follows on the SDIRC unit assessments:

ELA Overall Unit Assessment Weighted Average: 70%  
 Math Overall Unit Assessment Weighted Average: 70%

**Person responsible for monitoring outcome:**

Aretha Vernetta (aretha.vernette@indianriverschools.org)

Re-Teach or Pre-Teach:

**Evidence-based Strategy:**

Small group instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts (e.g., phonemic awareness skill of manipulating ending sounds, or operations with whole numbers or rational numbers). Through the use of diagnostic assessments, a teacher can determine skills or concepts for which students may need more instructional support. Small group instruction also provides an opportunity for teachers to pre-teach specific vocabulary, challenging text structures, or other prerequisite knowledge to English learners or any students who may experience difficulty in upcoming lessons.

Source: Consortium on Reaching Excellence in Education (CORE)

Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass through lessons that students clearly understand).

**Rationale for Evidence-based Strategy:**

Small group instruction allows a teacher to monitor student actions more closely and to provide frequent and individualized feedback at point of use to improve specific reading or math skills.

Small group instruction can provide a comfortable environment and boost the confidence of students who might not otherwise participate in a lesson or activity. Small-group-instruction-encourages-teamwork-as everyone-in-the-group-is-working-toward-achieving-the-same-goal.

Source: Consortium on Reaching Excellence in Education (CORE)

**Action Steps to Implement**

ACTION STEP: Teachers will design and share lesson plans for small group instruction

**LESSON PLANS PROVISIONS FOR SMALL GROUP INSTRUCTION**

Based on frequent, on-going progress monitoring (and some diagnostic) assessment data, group and regroup students by a shared skill deficit.

From time to time a teacher may form a cooperative group of students with diverse abilities to work collaboratively during independent work time. In this instance, the teacher may choose to place a higher achieving student in the role of peer supporter.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

ACTION STEP: Teachers will teach small group expectations and routines

Prior to establishing small group instruction teachers must first teach expectations and provide practice routines for independent work time. This methodical teaching and practice will ensure better success for all students. Each assignment or activity should be introduced one at a time. The teacher should model what students are expected to do and how they should behave at each work station. Procedures for who visits the work station, how to use materials and what to do with finished work should be practiced and well established before another activity is introduced.

Making small group instruction work may not always be an easy task, but with commitment and consistency teachers will find that this structure is a valuable allocation of instructional time. The preparation time and effort will be worth it when the teacher sees the powerful opportunities provided to each student as well as the overall increase in student learning.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

Continued: The challenge of small group instruction is the management of other students who must be engaged in meaningful assignments during independent work time while the teacher is working with a small group.

This time should be used to solidify understanding of key literacy or math skills and strategies and develop responsibility for completing assignments.

Organizing engaging and differentiated assignments and activities designed to reinforce skills taught during whole group instruction is the key to managing successful independent work time.

For independent work time to be effective, assignments and activities should be selected that are designed to directly reinforce concepts taught during whole group literacy or math instruction.

These activities and assignments should be meaningful and not just “busy work” and should be updated and changed as new concepts and skills are taught to allow different practice opportunities.

All materials should be organized and supplies easily accessible.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**ACTION STEP:** Assign Instructional Coaches to classroom teachers who require additional support with planning, designing, implementing small group instruction.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**#3. Culture & Environment specifically relating to Equity & Diversity**

DESCRIPTION

Equity & Diversity, as it relates to closing "discipline gaps" and "achievement gaps" among subgroups of students.

Dodgertown Elementary will focus on supporting the following discipline- and academic-related annual targets from the SDIRC Strategic Plan: 2.1, 2.2, and 2.3

IMPACT ON STUDENT LEARNING

Maynard asserted (2019), "Mishandling discipline or removing students from their educational setting instead of using alternative forms of discipline has many negative effects, including...greatly affecting a student's educational trajectory, or even more disheartening, the student's life. It is our duty as professional educators to realize that within every wrongdoing is a teachable moment.

**Area of Focus Description and Rationale:**

According to Hammond (2015), the achievement gap has created dependent learners unprepared to do the higher order thinking, creative problem solving, and analytical reading and writing call for in state standards.

RATIONALE

This area of focus was identified based on

1) alignment with annual targets (2.1,2.2,2.3) from the SDIRC Strategic Plan which considers reduction of out-of-school suspensions by 50% over the course of 1 year (2.1) and the reduction in the disparities in classroom removals by racial/ethnic subgroups of (African Americans to White) students to no higher than a 2.5 risk ratio point (2.2); and improvement related to closing achievement gaps across all student subgroups in ELA and Math.

BASELINE

Discipline: At the close of the 2019-2020 school year, Dodgertown earned the designation of Bronze-Level Model PBIS School.

Academics: At the close of the 2019-2020 school year, Dodgertown students performed as follows on the SDIRC unit assessments.

**Measurable Outcome:**

Dodgertown Elementary will improve its designation of Bronze-Level PBIS Model School to Silver-Level PBIS Model School by reducing the number of office discipline referral and out-of-school suspensions to no higher than a 1.5 risk ratio in the "overall" category and no higher than a 2.5 risk ratio in the "subgroup equity" category, particularly with African American students.

**Person responsible for monitoring outcome:**

Kristen Racine (kristen.racine@indianriverschools.org)

Dodgertown Elementary teachers will implement Tier 1 rigorous, grade-level standards-based lessons and expect engagement in rigorous, grade-level, standards-aligned tasks from all student subgroups.

Dodgertown Elementary teachers will develop and implement Tier 1 classroom management plans, teach and model expectations for all student subgroups.

Dodgertown Elementary will implement a Schoolwide Positive Behavior Interventions and Supports framework which accommodates a varies of interventions and social emotional programs.

**Evidence-based Strategy:**

Schoolwide Positive Behavior Interventions and Supports is a universal, schoolwide prevention strategy that is currently implemented in over 9,000 schools across the nation to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles.

Schoolwide Positive Behavior Interventions and Supports aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors.

Furthermore, Schoolwide-Positive-Behavior-Interventions-and-Supports-align-with-the-following-annual-strategies-(2.1,2.2)-from-the-SDIRC-Strategic-Plan: expand evidence-based social-emotional and mental health supports-and-professional learning opportunities (2.1); and integrate social-emotional learning-opportunities-into existing-curriculum (2.2).

**SCHOOLWIDE POSITIVE BEHAVIORAL SUPPORTS AND INTERVENTIONS (SWPBIS)**

School-level longitudinal analyses indicated that the schools trained in SWPBIS implemented the model with high fidelity and experienced significant reductions in student suspensions and office discipline referrals.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results From a Randomized Controlled Effectiveness Trial in Elementary Schools. *Journal of Positive Behavior Interventions*, 12(3), 133–148. <https://doi.org/10.1177/1098300709334798>

**Rationale for Evidence-based Strategy:**

**SCHOOLWIDE PLAN, TEACH, ASSESS (STUDENT FEEDBACK)**

Susan Brookhart and Anthony Nitko (2007) explained that “formative assessment is a loop: students and teachers focus on a learning target, evaluate current student work against the target, act to move the work closer to the target, and repeat” (p. 116).

The-purpose-of-formative-assessment-is-to-provide-feedback-to-teachers-and-students-during-the-course-of-learning-about-the-gap-between-students’-current-and-desired-performance-so-that-action-can-be-taken-to-close-the-gap (Marzano, 2011).

**Action Steps to Implement**

1. Regularly review with staff and other stakeholders, DTE's 1) academic data and 2) discipline data as it relates to ODRs and OSSs.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

2. Develop and implement a school-based action plan following participation in the SDIRC beginning, middle and end-of-year Impact Reviews to collect data for the purpose of monitoring the use "effective

practices" that ensure rigorous grade level, standards-based instruction (i.e. ensure Tier 1 instruction is implemented to decrease the need for Tier 2 and Tier 3 academic and behavior interventions).

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

3. Collaborate during MTSS School-Based Team (SBT) and Problem-Solving Team (PST) meetings to respond to discipline and academic data by implementing (with fidelity) Tier 2 and Tier 3 interventions to treat skill deficits.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

4. Develop a Core PBIS team with a PBIS Facilitator, a classroom teacher from each grade level, a mental health professional, a school counselor, a PBIS coach, and a parent representative.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

5. Conduct a tiered fidelity inventory to create a PBIS implementation action plan.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

6. Develop systems for supporting students and collecting behavioral data: recognize students who are following the school's values on a regular basis:

B.A.S.E. Expectations/Values:

Dodgertown students and staff will...

B: Be Respectful

A: Act Responsibly

S: Set High Expectations and Succeed

E: Everyone Must Be "A" Peacemaker ...at Dodgertown Elementary

**Person Responsible** Raina Ingram (raina.ingrum@indianriverschools.org)

7. Provide professional development for building staff, including but not limited to PBIS, Sanford Harmony, Conscious Discipline, Restorative Practices, etc.

**Person Responsible** Kristi Schofield (kristi.sumner@indianriverschools.org)

8. Focus on recognizing students who follow school expectations (e.g. "student of the month", "expectations celebrations", etc.)

**Person Responsible** Raina Ingram (raina.ingrum@indianriverschools.org)

9. Consistently review data to identify where program improvements can be made: track the number of office discipline referrals by students, grade level, problem behavior, location, time of day, and day of the week.

**Person Responsible** Kristen Racine (kristen.racine@indianriverschools.org)

10. Assist teachers with implementing with fidelity Tier 1, Tier 2, and Tier 3 interventions for behavior.

**Person Responsible** Kristi Schofield (kristi.sumner@indianriverschools.org)



11. Convey the following message:

It is our duty as professional educators to realize that within every wrongdoing is a teachable moment. Further, we must take advantage of that moment. Every behavior is a form of communication--even behaviors that require disciplinary action. Our responsibility as professional educators is to try to understand those behaviors; begin to do better with our behavior management systems; combat the disproportionality in our discipline policies; examine and implement equitable practices."

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

12. Explain the criteria for Dodgertown to reach the designation of Silver-Level Model PBIS School which considers the number of office discipline referrals and the number of out-of-school suspensions two categories: "overall" at no more than a 1.5 risk ratio and by "subgroup equity" at no more than a 2.5 risk ratio;

At the close of the 2019-2020 school year, Dodgertown earned the designation of Bronze-Level Model PBIS School. Although Dodgertown met the Silver-Level criteria in the "overall" category with 32 ODRs/100 and 3 OSS/100, both under the 1.5 risk ratio; Dodgertown failed to meet the Silver-Level criteria in the "subgroup equity" category with African American students at a 3.4 risk ratio for office-discipline-referrals and at 3.54 risk ratio for out-of-school-suspensions, both over the 2.5 risk ratio.

**Person Responsible** Aretha Vernetta (aretha.vernette@indianriverschools.org)

**#4. Other specifically relating to STEAM Tech Community Partnership School**

DESCRIPTION

STEAM Tech Community Partnership School as it relates to the standards-aligned Problem-Based Learning Model

IMPACT ON STUDENT LEARNING

Dodgertown wants to be a center for innovation and invention where students work individually and collaboratively to solve problems and apply what they have learned conceptually.

Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:

- Working in teams.
- Managing projects and holding leadership roles.
- Oral and written communication.
- Self-awareness and evaluation of group processes.
- Working independently.
- Critical thinking and analysis.
- Explaining concepts.
- Self-directed learning.
- Applying course content to real-world examples.
- Researching and information literacy.
- Problem solving across disciplines.
- RATIONALE

**Area of Focus Description and Rationale:**

BASELINE

At the end of the 2018-2019 school year, 26% of 5th graders were proficient in Science.

At the close of the 2019-2020 school year, Dodgertown students performed as follows on the SDIRC unit assessments:

Math Overall Unit Assessment Weighted Average: 58.35%

At the end of the 2020-2021 school year, 70% of 5th graders will score proficient in Science.

**Measurable Outcome:**

At the close of the 2020-2021 school year, Dodgertown will students perform as follows on the SDIRC unit assessments:

Math Overall Unit Assessment Weighted Average: 58.35%

**Person responsible for monitoring outcome:**

Aretha Vernette (aretha.vernette@indianriverschools.org)

**Evidence-based Strategy:**

Standards-Aligned Problem-Based Learning (especially Interdisciplinary Problem-Based Learning)

According to the Center for Teaching Innovation, Problem-based learning is a student-

centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

After reviewing district and state assessment data, School Improvement Goals were aligned to the critical areas of mathematics and science. Dodgertown STEAM team leaders attended summer training, visited other STEAM schools in Florida and researched best teaching practices for mathematics and science. With the information gathered, Dodgertown STEAM team has developed a plan on how to implement a school wide focus on STEAM. One new initiative at Dodgertown was to create a space for a STEAM Tech Lab. A 5th grade teacher was transitioned into the new space and has begun the work to transform the physical space and structure of instruction to include mathematics and science lessons. The STEAM Specialist has begun to meet with individual grade levels and special area teachers to align lessons in the STEAM Tech Lab. Dodgertown is a grant finalist and if selected will use grant funds to provide technology to enhance student learning-experiences-during-these-activities.

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

Orient students to diverse inquiry approaches at the beginning of their problem-based learning (PBL) experience.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

Offer PD on Modified Instructional Days to:

- 1) design standards-aligned (and item specifications-aligned) activities and tasks that allow students to read passages and show application of knowledge through project-based learning;
- 2) design standards aligned formative assessments to monitor growth in student performance.

Structure planning days on school-based Modified Instructional Days (formerly Early Release Days) for classroom teachers to meet with the STEAM Specialist to design monthly interdisciplinary lessons based on the STEAM Specialist's Curriculum Map (developed for the entire school year).

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

Teachers must model engagement expectations for students

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

In the classroom, the STEAM specialist will use projects, informal assessments, exit tickets, quick chats, and accountable talk to monitor student progress towards learning goals.

**Person Responsible** Elizabeth LaViska (elizabeth.laviska@indianriverschools.org)

With STEAM team support, data chats will be held with classroom teachers to monitor student mastery of science and math standards on district unit assessments.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

Use a rubric to conduct walkthroughs and observations during Project-Based Learning days to monitor and facilitate feedback relating to 1) whether observed tasks and activities are standards-aligned; 2) whether students are able to demonstrate their understanding of the standards through accountable talk.

**Person Responsible** Aretha Vernette (aretha.vernette@indianriverschools.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

## **DESCRIPTION**

**Culture & Environment, as it relates to Community Involvement to reduce or eliminate barriers that distract from teaching and learning.**

## **4 CORE PARTNERS**

**School District: The SDIRC/DTE**

**Non-Profit: The Childrens' Home Society of Florida**

**Healthcare Provider: Treasure Coast Community Health**

**University or College: Indian River State College**

## **DTE Needs Assessment Recommendations**

- Offer **STEAM** enrichment opportunities for students through the resource / cultural arts rotation schedule
- Coordinate expanded learning to provide students with enrichment and/or remediation in reading and math
- Encourage DTE faculty and staff to serve during enrichment
- Offer non-academic enrichment
- Recruit mentors and volunteers to read with and encourage students
- Expand DTE Kindergarten Readiness Coalition partnership to increase parent participation
- Expand K-1 Parent Academy to K-2 Parent Academy with option of including additional grade each year
- Increase parental involvement in school programs
- Increase opportunities for students to participate in programs that foster health and wellness (social, emotional, and mental)
- Build community connections with organizations to provide resources to students and families

## **12-Month Objectives**

### **Expanded Learning**

- Establish ELO programs that include academic and extracurricular activities to enrich and remediate.
- Actively recruit and incentivize participation in ELO.
- Actively search for resources to fund and support ELO.
- Close achievement gaps between demographic subgroups in all grade levels – K-5.

### **Family & Community Engagement**

- Increase the participation of parent/families/guardians in academic and extracurricular events.
- Offer parenting strategies (ie coping strategies, seminars, courses) at school and in the community.
- Identify and introduce families to resources that provide support for ELO, Family and Community Engagement (ie. Continued education, GED, workforce)

### **Wellness Support**

- Increase access to programs that support student wellness (dental, vision, mental health, and physical health)

## **HISTORY & IMPACT ON STUDENT LEARNING**

**Community schools are schools that combine a rigorous academic program with a wide range of in-school services, supports and opportunities to promote children's learning and development.**

**Although there are many community school models, all share a common vision to create an integrated set of learning opportunities, physically and socially, and have multiple common goals that include school readiness, student academic success, physical, social and emotional health,**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$1,720.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	510-Supplies	0151 - Dodgertown Elementary School	Title, I Part A	1.0	\$600.00
			<i>Notes: Quick Reference Guide "Managing Your Classroom with Restorative Practices" Qty: 2, \$300.00 25-Pack Qty: 0, \$13.00 Single</i>			
	3376	510-Supplies	0151 - Dodgertown Elementary School	Title, I Part A	1.0	\$640.00
			<i>Notes: "Hacking School Discipline: 9 Ways to Create a Culture of Empathy &amp; Responsibility using Restorative Justice" Qty:40 \$16.00</i>			
	3376	510-Supplies	0151 - Dodgertown Elementary School	Title, I Part A	1.0	\$480.00
			<i>Notes: "Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them" Qty: 40 Unit Price: \$12</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	510-Supplies	0151 - Dodgertown Elementary School	Title, I Part A	1.0	\$1,200.00
			<i>Notes: "Culturally Responsive Teaching &amp; The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" Qty: 40 Unit Price: \$30</i>			

4	III.A.	Areas of Focus: Other: STEAM Tech Community Partnership School	\$0.00
<b>Total:</b>			<b>\$2,920.00</b>