

Beachland Elementary School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Beachland Elementary 0061

Principal (Last Name, First Name)

Finnegan, Rachel

Assistant Principal(s)

Banack, Michelle

School Leadership Team:

Principal, Rachel Finnegan

Assistant Principal, Michelle Banack

Literacy Coach, Mary Chavers

School Counselor, *Marjorie Mitchell (8/10-9/9)*

Interventionist, Karen Whelan

Resource Specialist, Adrienne Moody

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	38.8%
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org)	Black/African American Students <u>39%</u> Economically Disadvantaged Students <u>48%</u> English Language Learners <u>58%</u>

Add ESSA language	Hispanic Students <u>72%</u> Multiracial Students <u>69%</u> Students with Disabilities <u>37%</u> White Students <u>78%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I <i>Two of our categories are below 41%</i> Black/African American Students <u>39%</u> Students with Disabilities <u>37%</u> *Through the academic school goal, we will utilize strategies to close the achievement gap through ESSA subgroups.		
School Grade History	Year 2020-21 2019-20 2018-19 2017-18	Letter Grade (A, B, C, D, F) C N/A A C	Percentage 47% N/A 71% 48%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life

School Mission Statement

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

School Vision Statement

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

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!

Comprehensive Needs Assessment

Use PBi to analyze data and determine needs.

- EWS

Grade Level	Student Count	Chronic Attendance	Chronic Attendance %	1 EWS Indicator	2+ EWS Indicators
Kindergarten	71	<10	1.4%	1	
1 st Grade	98	23	23.5%	23	
2 nd Grade	89	17	19.1%	17	<10
3 rd Grade	89	18	20.2%	19	<10
4 th Grade	85	16	18.8%	31	10
5 th Grade	86	20	23.3%	34	<10
Total	518	95	18.3%	125 (24%)	21 (4%)

- School Grade Data to include FDOE data, district data, and survey data
 - School Grade FDOE data

Grades	ELA Achievement	ELA Learning Gains	ELA Bottom Quartile	Math Achievement	Math Learning Gains	Math Bottom Quartile	Science
3-5	76%	75%	56%	64%	65%	50%	64%
5th	73%	71%	61%	54%	53%	23%	64%
4th	75%	78%	44%	68%	76%	69%	n/a
3rd	79%	100%	100%	70%	100%	100%	n/a

- District data

ELA	Goal	Predicted	Actual
ELA Ach	72%	61%	76%
ELA LG	69%	65%	75%
ELA BQ	51%	58%	56%

Math	Goal	Predicted	Actual
Math Ach	66%	68%	64%
Math LG	69%	67%	65%

Math BQ	61%	62%	50%
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Science	Goal	Predicted	Actual
	56%	55%	64%

- Survey data

	Overall	Academics	Bullying	Communication	Discipline	Staff Behavior
Parents	4.70	4.46	4.42	4.31	4.68	4.58
Students	4.24	3.64	4.17	n/a	4.08	3.99
Staff	4.68	4.71	4.12	4.48	4.05	4.48
Overall	4.37	3.96	4.25	4.23	4.33	4.29

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Re-ignite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	

	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School

Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Needs Assessment Summary

There were two ESSA subgroups which did not meet the 41% threshold according to the Federal Index; black students and students with disabilities. School-wide improvement priorities address implementation steps to address identified subgroups to close the achievement gap among subgroups. Through the execution of Building Thinking Classrooms and Thinking Maps, teachers will be able to design instruction to meet the needs of all learners using formative assessments. Students who need additional supports and are below grade level have been identified and Response to Intervention (RTI) schedules have been established for either ELA and/or math intensive instruction. In addition, Exceptional Student Education (ESE) support facilitators, have developed schedules and reviewed Individualized Education Plans (IEPs) to provide support in the classroom and the resource room, as needed, for each individual student. Administration will monitor implementation with classroom walk-through forms and feedback forms.

ESSA SUBGROUPS:

School Grade by Ethnicity

Black = 39%

School Grade by ESE

Students with Disabilities = 37%

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	According to the Climate and Culture Survey from April 2022, students have an overall score of 3.83 out of 5 when rating if they have a sense of belonging when at school.	For students to maximize their full potential, they must feel supported and valued.	Connections (building relationships between students and teachers)	
Goal: Overall, our student score will be 5 out of 5, when asked if they (students) have a sense of belonging at school.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: 8/3/22 End: 8/9/22</p>	<p>Train</p> <ul style="list-style-type: none"> Communicate expectations to teachers and model greeting procedures 	<ul style="list-style-type: none"> Karen Whelan, Interventionist Marjorie Mitchell, School Counselor 	<ul style="list-style-type: none"> Agenda Sign In Sheet Video for documentation 	<p>Observations by administrators in the morning upon arrival to school and classrooms using administrative monitoring form</p>
<p>Start: 8/10/22 End:10/14/22</p>	<p>Expectations</p> <ul style="list-style-type: none"> All teachers and staff will greet all students each day. <p>GREETs</p> <ul style="list-style-type: none"> Great Relationships for Everyone Each day to Treasure Students <p>Kids at Hope</p> <ul style="list-style-type: none"> Train everyone on Universal Truth #1 "We Believe" 	<ul style="list-style-type: none"> Rachel Finnegan, Principal Michelle Banack, Assistant Principal 	<ul style="list-style-type: none"> Teachers and staff members greeting students as they walk into campus, arrival areas, and classrooms All staff were trained greeting personally 1:1 and modeled by administration and leadership team members All students, teachers and staff recite the Kids at Hope Pledge daily 	<p>Admin observations of student greetings on administrative monitoring form</p> <p>Signage posted or on clipboard</p>
<p>Start: 9/6/22 End:10/14/22</p>	<p>Breakfast Lifeguards</p> <ul style="list-style-type: none"> Strategically chosen students will be selected to read to kindergarten and first grade students in the cafeteria to support them with breakfast and developing a sense of belonging 	<ul style="list-style-type: none"> Mary Chavers, Literacy Coach 	<ul style="list-style-type: none"> List of Breakfast Lifeguards (2 per 5th grade class) Literacy Coach will create book baskets for lifeguards. 	<p>Literacy coach will do fidelity checks of selected students and breakfast procedures for kindergarten and first graders</p>

Start: 9/6/22 End: 9/16/22	Kids at Hope ACES "Universal Truth #2" We Connect with positive adults in our lives. <ul style="list-style-type: none"> Train students and teachers/staff on the announcements about the ACES 	<ul style="list-style-type: none"> Rachel Finnegan, Principal 	<ul style="list-style-type: none"> Signage posted in the classroom about the four ACES Attendance roster from 9/6-9/9 	Admin will conduct walkthroughs for signage in all areas of the school using administrative monitoring form
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Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	2021-2022 FSA Math Achievement result– 64%	As a STEAM school of enrichment, Math Achievements should be comparable to ELA Achievement. Math teachers in grades 3-5 will be trained in "Building Thinking Classrooms" and Thinking Maps. These strategies will make student thinking and student progress visible and allow for teachers to monitor mastery towards standards and provide feedback and remediation as needed.	Monitoring and feedback
Academics - Significant Data Findings	2021-2022 FSA ELA Achievement result – 76%, 12% greater than math	The gap between achievement in ELA and math displays the overall achievement stronger in ELA. We would like to see a smaller gap between the two content areas.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Math Achievement (black students) - <u>16%</u> Math Achievement (ESE students) - <u>7%</u> ELA Achievement (black students) - <u>37%</u> ELA Achievement (ESE students) - <u>27%</u>	
Goal: Begin to close the achievement gap within subgroups. Math Achievement (Black students) - 41% or greater Running goal (progress monitoring): 75% of classroom teachers will use formative assessments to drive instruction and monitor students' mastery of the standards. Administration will monitor the use of formative assessments and monitoring as collected on Beachland's classroom walkthrough forms.			
Implementation Plan for Academics			
Implementation Date(s) Aug. 1 st –	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the
			Monitoring (How and Who?)

Oct 14 th			Implementation Step was successfully executed?)	
Start: 8/3/22 End: 10/14/2022	School Improvement Plan <ul style="list-style-type: none"> ▪ Share data and school improvement goals with staff 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Agenda ▪ Beginning of the year PowerPoint presentation 	Admin reviews goals monthly during data chats, grade chair meetings, and leadership meetings
Start: 8/9/22 End: 10/14/22	Thinking Map Implementation <ul style="list-style-type: none"> ▪ Thinking Maps professional development for all staff members 	<ul style="list-style-type: none"> ▪ Lauryn McDaniel, 3rd Grade Math ▪ Karen Whelan, Interventionist ▪ Christa Wade, 5th ELA Teacher 	<ul style="list-style-type: none"> ▪ Agenda ▪ Sign In Sheets ▪ Surfs Up ▪ Student Work ▪ Planned professional development for the 2022-2023 school year 	Admin will check lesson plans Admin will attend collaborative planning Admin will conduct classroom walkthroughs
Start: 8/9/22 End: 10/14/22	Monthly Data Chats <ul style="list-style-type: none"> ▪ Schedule ▪ Facilitate ▪ Schedule RTI in ELA and math ▪ Monitoring through formative assessment 	<ul style="list-style-type: none"> ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Agenda ▪ Data ▪ Sign-in Sheet ▪ Data-driven instructional groupings of students 	Admin will notice the use of PowerBi, observe discussions during data chats, and instructional groupings during walk-throughs and observations
Start: 8/15/22 End: 10/14/22	Collaborative Planning <ul style="list-style-type: none"> ▪ Schedule ▪ Identification of weekly formative assessments 	<ul style="list-style-type: none"> ▪ Mary Chavers, Literacy Coach (Kindergarten through 2nd grade) ▪ Michelle Banack, Assistant Principal 	<ul style="list-style-type: none"> ▪ Collaborative planning minutes 	Admin will look for monitoring checklist by grade level and lesson plans monitoring indicated and formative assessment

<p>Start: 8/25/22 End: 10/14/22</p>	<p>Exceptional Student Education</p> <ul style="list-style-type: none"> ▪ Scheduling of services 	<ul style="list-style-type: none"> ▪ Adrienne Moody, Resource Specialist ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Monthly ESE meetings ▪ Support facilitation occurring across all identified classrooms ▪ Schedules fully implemented ▪ Participation and attendance at monthly data chats for selected grade levels and collaborative planning sessions 	<p>Admin will conduct fidelity checks of ESE support facilitator schedules</p> <p>Updates of schedules will occur during leadership meetings and IEP meetings with admin and our resource specialist</p>
<p>Start: 8/15/22 End: 10/14/22</p>	<p>Building Thinking Classrooms</p> <ul style="list-style-type: none"> ▪ Begin implementation in third-fifth grade classrooms ▪ PTA grant requested to fund white boards across all math classrooms (grades 3-5) 	<ul style="list-style-type: none"> ▪ Samantha Crisafulli, 5th Grade Math Teacher ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Teachers attend Building Thinking Classrooms Professional Development ▪ Teachers utilize strategies in classrooms ▪ Teachers share the implementation steps with team 	<p>Admin will conduct observations and walk-throughs of implementation in math classrooms</p> <p>Admin will look for strategies and support for full implementation</p>
<p>Start: 8/10/22 End: 10/14/22</p>	<p>ESSA Subgroups – RTI Schedule</p> <ul style="list-style-type: none"> ▪ Identify students in fourth and fifth grade who did not make goals and/or proficiency last year ▪ Share data at grade level data chats 	<ul style="list-style-type: none"> ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Agenda of monthly data chats and leadership meetings ▪ RTI schedules ▪ ESE support facilitator schedules ▪ Admin observations 	<p>Administration will monitor the use of formative assessments and monitoring as collected on classroom walk-through forms</p>

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	According to the Climate and Culture Survey, the communication at Beachland scored an overall score of 4.15 out of 5.	For our students to maximize their potential, we need open lines of communication between all stakeholders.	Connections- Positive connections between school staff and parents

Goal:
Running goal (progress monitoring): 75% of classroom teachers will use the Fin-tastic Five Log and contact 75% of students in class by the end of the first quarter.

End of year: The goal is 100% of teachers complete their Fin-tastic Five Log and make contact at least twice per student for the entire year.

Overall, we anticipate a score of 5 out of 5 in communication from parents, including positive comments regarding the implementation of the Fin-tastic Five (weekly calls) log.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/9/2022 End: 8/9/2022	Fin-Tastic Five Training <ul style="list-style-type: none"> ▪ Train all teachers and staff on Fin-Tastic Five Log ▪ Admin will communicate non-negotiables to teachers and staff 	<ul style="list-style-type: none"> ▪ Karen Whelan, Interventionist ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Fin-tastic Five logs ▪ Focus documentation ▪ Sign-In Sheet 	Mrs. Whelan will review the sign-in sheet to ensure all teachers were trained on the Fin-Tastic Five Log
Start: 8/10/22 End: 10/14/22	Fin-tastic Five Log <ul style="list-style-type: none"> ▪ Staff will collaborate to ensure each classroom teacher makes 5 positive 	<ul style="list-style-type: none"> ▪ Karen Whelan, Interventionist 	<ul style="list-style-type: none"> ▪ Fin-Tastic Five logs ▪ Focus documentation 	Mrs. Whelan will collect logs at the end of the month and share completed logs at leadership meetings Admin will conduct quarterly checks on Focus

Start: 8/18/2022 End: 10/14/2022	<p>STEAM Designation</p> <ul style="list-style-type: none"> ▪ Write STEAM plan ▪ STEAM committee meeting ▪ Schedule Air Potato Vine lesson planning ▪ Have a parent community connection plan 	<ul style="list-style-type: none"> ▪ Diane Jellie, Second Grade Teacher and STEAM Lead Teacher ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Agenda ▪ Assigned roles and responsibilities ▪ Timeline ▪ Resources provided to teachers 	<p>Admin will monitor lesson planning and conduct observations</p> <p>Admin will review STEAM plan</p>
Start: 9/1/2022 End: 10/14/2022	<p>STEAM Plan</p> <ul style="list-style-type: none"> ▪ Share information with parents and community 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Agendas ▪ Presentations ▪ Lesson plans ▪ Newsletters ▪ School messenger calls ▪ Open House 	Admin will collect and upload STEAM artifacts to Canvas course
Start: 9/13/2022 End: 10/14/22	<p>STEAM Plan Implementation K-5</p> <ul style="list-style-type: none"> ▪ Educate stakeholders on the Air Potato Vine 	<ul style="list-style-type: none"> ▪ Diane Jellie, Second Grade Teacher and STEAM Leader ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Video about Air Potato Vine ▪ Student Attendance ▪ Open House Presentation 	<p>Admin will review student attendance to ensure all students are educated on the air potato vine lesson(s)</p> <p>Admin will monitor the implementation of Air Potato Vine lessons</p>

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement

- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/2022 8:00-12:30	School Improvement Plan	Through a treasure hunt, all teachers will participate in a treasure hunt to complete a thinking map about what will contribute to sustaining and strengthening our A – Teachers will learn the four components: Academic Goal: Monitoring “Clipboards” Family & Community Engagement: Communicating “Fin-tastic Five Log” Culture & Climate: Student belonging “Greeting” School Theme: STEAM “Air Potato Vine”	School Leadership Team - Principal, Rachel Finnegan Assistant Principal, Michelle Banack Literacy Coach, Mary Chavers School Counselor, Marjorie Mitchell Interventionist, Karen Whelan Resource Specialist, Adrienne Moody Teacher, Tina Newberry
8/9/2022 8:00-9:00	School Culture	Utilize the climate and culture survey data to train K-5 teachers and staff about feedback about communication practices. Teachers and staff will read through the faculty handbook and learn about non-negotiables for the 2022-2023 school year.	Principal, Rachel Finnegan

8/9/2022 9:00-10:00	Data Dive in PowerBi	K-2 teachers will learn how to utilize PowerBi to make data informed decisions and how to access different data sets to group for Response to intervention (RTI), small group instruction, and	Jody Houston and Principal, Rachel Finnegan
	FAST Testing	3-5 teachers will receive testing training for progress monitoring 1 beginning 8/15/22	Assistant Principal, Michelle Banack and Literacy Coach, Mary Chavers
8/9/2022 10:00-11:00	Data Dive in PowerBi	3-5 teachers will learn how to utilize PowerBi to make data informed decisions and how to access different data sets to group for Response to Intervention (RTI), small group instruction, and	Jody Houston and Principal, Rachel Finnegan
	Renaissance STAR Testing	K-2 teachers will receive testing training for progress monitoring 1 beginning 8/15/22	Assistant Principal, Michelle Banack and Literacy Coach, Mary Chavers
8/9/2022 11:15-12:30	School Culture and Safety	Using PowerBi discipline app, create and deliver training that incorporates duty schedules, coverage during transition times, and high needs areas, including Emergency Management Plan and DAARP. The distribution of new radios and etiquette will be reviewed.	Principal, Rachel Finnegan Assistant Principal, Michelle Banack SRO, Charles McFarland

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
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<p>School Culture Significant Data Findings – SLT’s will discuss</p>	<p>Even with the full implementation of greeting students every day, there is a decline in our student attendance.</p> <p>In addition, a deep dive of the discipline data for office discipline referral (ODRs) for Q1 was done by the interim school counselor and the Student Services Team (Ginger Bernal and Paula Lewis). When reviewed, one incident involved a few students on the bus vaping and consequences were given. One other student, who contributed to the ODR, is no longer at Beachland. Yet another student with more than one ODR, has services in school to deal with anger, manipulation, and grief. The problem-solving team and administration will continue to review discipline data monthly and discuss next steps as needed. Currently, all issues have been resolved.</p>	<p>Increasing the sense of belonging and the feeling of students wanting to be in school, our attendance rate should increase. By having our students in the classrooms learning, achievement increases.</p> <p>By following the wave expectations and providing students with Positive Behavior Intervention Support (PBIS) events, we will increase motivation for students to continue to follow our WAVE expectations by being warm-hearted, active and attentive, vigilant, and enthusiastic for learning and continue to keep discipline rates at a low percentage.</p>	<p>Connections (continue building relationships between adults and students to increase the feeling of wanting to be in school)</p>
	<p>Average Daily Attendance: August – 96%</p> <p>Average Daily Attendance by Grade: Kindergarten: 96.0% 1st Grade: 95.9% 2nd Grade: 97.2% 3rd Grade: 95.3% 4th Grade: 96.8% 5th Grade: 94.9%</p> <p>Average Daily Attendance: September – 95%</p> <p>Average Daily Attendance by Grade: Kindergarten: 96.1% 1st Grade: 94.5% 2nd Grade: 95.2% 3rd Grade: 94.6% 4th Grade: 95.8% 5th Grade: 94.2%</p> <p>Discipline - 534 students 12 Office Discipline Referrals (ODRs) 11 students with ODRs 5 ODRs have the location on school bus/transportation</p>	<p>Examining the data by month, with our overall average daily attendance rate being 95.5% for August and September, there should be an increase in grade level and monthly percentages based on our work of student belonging.</p> <p>Average Daily Attendance: Least Attended Day to Greatest Attended Day Mondays – 93.8% Fridays – 94.6% Tuesdays – 94.9% Thursdays – 96% Wednesdays – 96.5%</p>	

Goal: The goal for Quarter 2 is to increase the average daily attendance rate to 96% and continue to have less than 3% with referrals.

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 10/17/22	Attendance Plan <ul style="list-style-type: none"> ▪ Review attendance plan and ideas for monthly, quarterly, and semester activities on announcements and during PBIS monthly meetings ▪ Letters to be sent home by interim school counselor for students with chronic attendance 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal ▪ Michelle Banack, Assistant Principal ▪ Melissa Abdo, <i>interim</i> School Counselor 	<ul style="list-style-type: none"> ▪ PBIS team will collaborate and communicate to provide attendance celebrations for the remainder of the year 	After announcements, admin will ensure events are advertised by signage, newsletters, and Sunday night calls
Start: 10/17/2022 End: 12/16/2022	Attendance Plan <ul style="list-style-type: none"> ▪ Review attendance plan from the first quarter and attendance data with all classroom teachers ▪ Interim school counselor will create a plan to visit each classroom and have students answer questions about belonging 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal ▪ Michelle Banack, Assistant Principal ▪ Melissa Abdo, <i>interim</i> School Counselor 	<ul style="list-style-type: none"> ▪ Teachers will document a problem-solving phone call home after three unexcused absences. ▪ Teachers will contact the school counselor after 5 unexcused days to send home the first attendance letter 	Administration will check PowerBi for attendance status, logging of letters, and Focus for student documentation Administration will ensure 100% of teachers and the school counselor are following the attendance plan Administration will review data collected from school counselor
Start: 10/17/22 End: 12/16/22	Celebrations <ul style="list-style-type: none"> ▪ Advertisement of celebrations for quarter, semester, and random shoutouts for attendance 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Increase of students with perfect attendance ▪ Data review at all leadership 	Administration will be monitoring the PowerBi attendance dashboard

			meetings, data chats, and grade level meetings	
Start: 10/23/22 End: 12/11/22	<p>Communication</p> <ul style="list-style-type: none"> ▪ Continue weekly Sunday night calls to acknowledge the highest attendance rate, all grade levels at 95% or higher, and school wide weekly attendance rate ▪ Reminders about WAVE expectations on the school bus 	Rachel Finnegan, Principal	<ul style="list-style-type: none"> ▪ Sunday night calls posted on social media and school website's Twitter feed ▪ PBIS Team Meeting Agenda and PowerPoint presentation 	<p>Administration will ensure a Sunday night call every week</p> <p>Administration will review bus expectations with certain bus routes</p>
Start: 10/21/22 End: 12/16/22	<p>Bulletin Board Display</p> <ul style="list-style-type: none"> ▪ Continue updating the attendance bulletin board ▪ Add a bulletin board to the front office for parents 	<ul style="list-style-type: none"> ▪ Karen Whelan, Interventionist 	<ul style="list-style-type: none"> ▪ Bar graph and totals to show current standing across every grade level and school average ▪ School average and attendance rate goal with number of tardies and early releases from the previous month will display in the front office as reminders to parents and guardians ▪ Attendance matters slogans 	Administration will be sure the attendance board is updated weekly in the cafeteria and weekly in the front office
Start: 10/24/22 End: 12/16/22	<p>Attendance Thank Yous</p> <ul style="list-style-type: none"> ▪ Safety patrols will hold posters to say thank you for being on time and present for parents at car drop-off loops randomly with music 	<ul style="list-style-type: none"> ▪ Ken Fass, Teacher and Safety Patrol Sponsor 	<ul style="list-style-type: none"> ▪ Positivity from parents and acknowledge to car drop-off teachers and staff 	Administration will do random walks to ensure safety patrols are holding signs and get feedback from K-2 and 3-5 car loop teacher and staff

Start: 12/16/22 End: 12/16/22	<p>Quarter Attendance Celebrations</p> <ul style="list-style-type: none"> Perfect attendance for the semester will receive certificate and NO UNIFORM week pass Perfect attendance for Quarter 2 will vote on a staff member to dress up the staff member like a <i>festive</i> tree Plan celebrations on Mondays and Fridays 	<ul style="list-style-type: none"> Michelle Banack, Assistant Principal Rachel Finnegan, Principal 	<ul style="list-style-type: none"> Increase in attendance rate from Quarter 1 More students in attendance on Mondays and Fridays 	Administration will monitor perfect attendance and attendance rates by classroom teacher
Start: 10/17/2022 End: 12/16/2022	<p>Quarterly PBIS Celebrations</p> <ul style="list-style-type: none"> Dress down days on Mondays and Fridays for SURF to be traded in for monthly theme Students with no office referrals will be able to participate in the Gingerbread House construction in December Advertisements of the events 	<ul style="list-style-type: none"> Rachel Finnegan, Principal Michelle Banack, Assistant Principal 	<ul style="list-style-type: none"> Number of participants by grade level Sunday night calls Newsletter Flyers 	<p>Admin will determine how many students are trading in SURF to participate</p> <p>Admin will monitor PowerBi and Focus for ODRs and problem-solve as needed</p>

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	2021-2022 FSA Math Achievement result– 64%	As a STEAM school of enrichment, Math Achievements should be comparable to ELA Achievement. Math teachers in grades 3-5 will be trained in “Building Thinking Classrooms” and Thinking Maps. These strategies will make student thinking and student progress visible and allow for teachers to monitor mastery towards	Monitoring with immediate feedback

Academics - Significant Data Findings	2021-2022 FSA ELA Achievement result – 76%, 12% greater than math	The gap between achievement in ELA and math displays the overall achievement stronger in ELA. We would like to see a smaller gap	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Math Achievement (black students) - <u>16%</u> Math Achievement (ESE students) - <u>7%</u> ELA Achievement (black students) - <u>37%</u> ELA Achievement (ESE students) - <u>27%</u>	

Goal:
Begin to close the achievement gap within subgroups.
Math Achievement (Black students) - 41% or greater Running goal (progress monitoring): 75% of classroom teachers will use formative assessments to drive instruction and monitor students’ mastery of the standards. Administration will monitor the use of formative assessments and monitoring as collected on Beachland’s classroom walkthrough forms. End of year: The goal for Math Achievement for black students is to reach 41% in their ESSA subgroup by May 2023 with the use of formative assessments throughout the school year.
Math Achievement (ESE students) - 41% or greater Running goal (progress monitoring): 75% of classroom teachers will use formative assessments to drive instruction and monitor students’ mastery of the standards. Administration will monitor the use of formative assessments and monitoring as collected on Beachland’s classroom walkthrough forms. End of year: The goal for Math Achievement for students with disabilities is to reach 41% by May 2023 with the use of formative assessments throughout the school year.
ELA Achievement (black students) - 41% or greater Running goal (progress monitoring): 75% of classroom teachers will use formative assessments to drive instruction and monitor students’ mastery of the standards. Administration will monitor the use of formative assessments and monitoring as collected on Beachland’s classroom walkthrough forms. End of year: The goal for ELA achievement for black students is to reach 41% in their ESSA subgroup by May 2023 with the use of formative assessments throughout the school year.
ELA Achievement (ESE students) - 41% or greater Running goal (progress monitoring): 75% of classroom teachers will use formative assessments to drive instruction and monitor students’ mastery of the standards. Administration will monitor the use of formative assessments and monitoring as collected on Beachland’s classroom walkthrough forms. End of year: The goal for ELA achievement for students with disabilities is to reach 41% in their ESSA subgroup by May 2023 with the use of formative assessments throughout the school year.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
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<p>Start: 10/19/22 End: 12/14/22</p>	<p>Monthly Data Chats</p> <ul style="list-style-type: none"> ▪ Schedule ▪ Facilitate ▪ Schedule RTI in ELA and math ▪ Monitoring through formative assessment 	<ul style="list-style-type: none"> ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal ▪ Mary Chavers, Literacy Coach 	<ul style="list-style-type: none"> ▪ Agenda ▪ Data ▪ Sign-in Sheet ▪ Data-driven instructional groupings of students ▪ Data chat activities 	<p>Admin will notice the use of PowerBi, observe discussions during data chats, and instructional groupings during walk-throughs and observations</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Collaborative Planning</p> <ul style="list-style-type: none"> ▪ Schedule ▪ Identification of weekly formative assessments ▪ Deliberately plan for monitoring and formative assessments ▪ Deliberately include rubrics, anchor charts, and steps of how students monitor their work ▪ Planning for intentional accountable student talk 	<ul style="list-style-type: none"> ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal ▪ Mary Chavers, Literacy Coach 	<ul style="list-style-type: none"> ▪ Collaborative Planning Minutes ▪ Lesson plans ▪ Surf's Up 	<p>Admin will look for monitoring checklist by grade level and lesson plans monitoring indicated and formative assessment</p> <p>Admin will review lesson plans</p> <p>Admin will observe what is happening in the classroom and look for implementation of rubrics, anchor charts, student monitoring, accountable talk, and/or formative assessments</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Exceptional Student Education</p> <ul style="list-style-type: none"> ▪ Scheduling of services ▪ Review of minutes 	<ul style="list-style-type: none"> ▪ Adrienne Moody, Resource Specialist ▪ Michelle Banack, Assistant Principal ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Monthly ESE meetings ▪ Support facilitation occurring across all identified classrooms ▪ Schedules fully implemented ▪ Participation and attendance at monthly data chats for selected grade levels and collaborative planning sessions 	<p>Admin will conduct fidelity checks of ESE support facilitator schedules</p> <p>Updates of schedules will occur during leadership meetings and IEP meetings with admin and our resource specialist</p>

<p>Start: 10/31/22 End: 10/31/22</p>	<p>School Based Professional Development</p> <ul style="list-style-type: none"> ▪ Monitoring through formative assessments with Thinking Maps 	<ul style="list-style-type: none"> ▪ Christa Wade, 5th ELA Grade Teacher ▪ Lauryn McDaniel, 3rd Grade Math Teacher ▪ Karen Whelan, Interventionist 	<ul style="list-style-type: none"> ▪ Sign-in sheet ▪ Presentation and handouts ▪ Lesson plan implementation ▪ Artifacts 	<p>Admin will take part in the training with teachers</p> <p>Admin will review lesson plans weekly for monitoring through formative assessments with Thinking Maps</p>
<p>Start: 10/31/22 End: 10/31/22</p>	<p>School Based Professional Development</p> <ul style="list-style-type: none"> ▪ Building Thinking Classrooms (Math teachers 3-5; interested teachers K-2) 	<ul style="list-style-type: none"> ▪ Megan Brescia, District Math Specialist ▪ Samantha Crisafulli, 5th Grade Math Teacher 	<ul style="list-style-type: none"> ▪ Sign-in sheet ▪ Presentation and handouts ▪ Lesson plan implementation with Savvas ▪ Artifacts 	<p>Rachel Finnegan will attend training and will review lesson plans weekly for Building Thinking Classrooms, as the administrator over math</p> <p>Admin will use walk-through forms to observe Building Thinking Classrooms</p> <p>Admin will conduct observations and walk-throughs of implementation in math classrooms</p> <p>Admin will look for strategies and support for full implementation in third, fourth, and fifth grade</p>
<p>Start: 10/31/22 End: 12/16/22</p>	<p>School Based Professional Development</p> <ul style="list-style-type: none"> ▪ SIP Quarter 2 Goals and Implementation Steps 	<ul style="list-style-type: none"> ▪ Rachel Finnegan, Principal 	<ul style="list-style-type: none"> ▪ Sign-in Sheet ▪ PowerPoint Presentation 	<p>Admin will conduct walkthroughs and observe teachers</p> <p>Admin will discuss the progress of Quarter 2 goals</p>

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)		Capacity Building Strategy (One of the four C's)
Significant Findings	<p>Fin-tastic Five Log – 74% of classroom teachers submitted and completed the log (20/27 classroom teachers)</p> <p>396 students received a positive phone call home</p> <p>Newsletter views: Summer Challenge - 242 September - 267 October – 170</p> <p>150 phone calls are connecting to the School Messenger weekly calls and 355 phone calls are on the answering machine/voicemail</p>	<p>With 518 students, 396 students received a positive phone call home. We missed our Quarter 1 goal by 1%.</p> <p>With 518 students, no more than 50% are viewing our school newsletters. The newsletters provide home and school connections, celebrations of students, classroom happenings, and important dates. The monthly newsletters are found on all social media platforms, our school website, and under portal messages on Focus.</p>		Connections with parents and community involvement
<p>Goal: Our goal is to increase parent involvement to 75% at all events and 50% viewing the newsletter.</p> <p>Running goal (progress monitoring): 75% of classroom teachers will use the Fin-tastic Five Log and contact 75% of students in class by the end of the first quarter.</p> <p>End of year: The goal is 100% of teachers complete their Fin-tastic Five Log and make contact at least twice per student for the entire year.</p> <p>Overall, we anticipate a score of 5 out of 5 in communication from parents, including positive comments regarding the implementation of the Fin-tastic Five (weekly calls) log.</p>				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	<p>Fin-tastic Five Log</p> <ul style="list-style-type: none"> Staff will collaborate to ensure each classroom teacher makes 5 positive phone calls per week and input call in student documentation in Focus Administration will support teachers who are having difficulty completing 	<ul style="list-style-type: none"> Karen Whelan, Interventionist 	<ul style="list-style-type: none"> Teacher logs Focus documentation 	<p>Mrs. Whelan will collect logs and share at leadership meetings, data chats, and grade level meetings</p> <p>Administration will check Focus quarterly for positive phone calls home in student documentation.</p>
Start: 10/20/22 End: 10/20/22	<p>Trunk or Treat</p> <ul style="list-style-type: none"> STEAM take-home activity 	<ul style="list-style-type: none"> Leadership team 	<ul style="list-style-type: none"> All families will leave with an activity to do discussing approximation, estimation, and results 	<p>Administration will collect thinking map artifact</p>
Start: 10/24/22 End: 12/16/22	<p>STEAM Classroom Connection with Careers</p> <ul style="list-style-type: none"> STEAM careers in the classroom 	<ul style="list-style-type: none"> Diane Jellie, 2nd Grade Teacher /STEAM lead 	<ul style="list-style-type: none"> Schedule of parents and classroom teachers 	<p>Administration will monitor visitor logs and visit classrooms during presentations</p>
Start: 10/27/22 End: 10/27/22	<p>Conference Night</p> <ul style="list-style-type: none"> Gallery walks of the air potato vine with information about our school-wide project 	<ul style="list-style-type: none"> Diane Jellie, 2nd Grade Teacher, STEAM lead 	<ul style="list-style-type: none"> Thinking map reflection to do with parent and/or child 	<p>Administration will collect all thinking maps through November 1st</p>

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Citrus Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Citrus Elementary 0141

Principal (Last Name, First Name)

Jones, Tosha

Assistant Principal(s)

Rahal, Kimberly

Leadership Team:

Principal, Tosha Jones

Assistant Principal, Kimberly Rahal

Literacy Coach, Rene Koppelman

Literacy Coach, Dionna Farmer

Math Coach, Amber DelTufo

Math Coach, Jennifer Keeler

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>66%</u>
2022-2023 ESSA Subgroups Represented (10 or more students)	Black/African American Students <u>39%</u> Economically Disadvantaged Students <u>51%</u>

(edudata.fl DOE.org) Add ESSA language	English Language Learners <u>45%</u> Hispanic Students <u>53%</u> Multiracial Students <u>45%</u> Students with Disabilities <u>32%</u> White Students <u>60%</u> (Less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	50%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	58%
	2017-18	C	42%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Vision Statement

Citrus is a school of community citizenship. The staff inspires all students to be a part of our community where everyone "Bee-longs." Our goal is to develop learners who are service oriented. We build empathy and cooperation amongst one another, in hopes of developing future community and service leaders.

School Narrative

Citrus is a school of community citizenship. The staff inspires all students to be a part of our community where everyone "Bee-longs." Our goal is to develop learners who are service oriented. We build empathy and cooperation amongst one another, in hopes of developing future community and service leaders.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite

	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT’s review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT’s will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in training courses designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PowerBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the "High Yield Strategies", identify, and come to a consensus on which

Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who have high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school's entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Needs Assessment Summary

Based on the Data for 2021-2022 Citrus Elementary School has 2 underperforming Sub-Groups:

African American students 39% ESE students 32%

Our action steps will include:

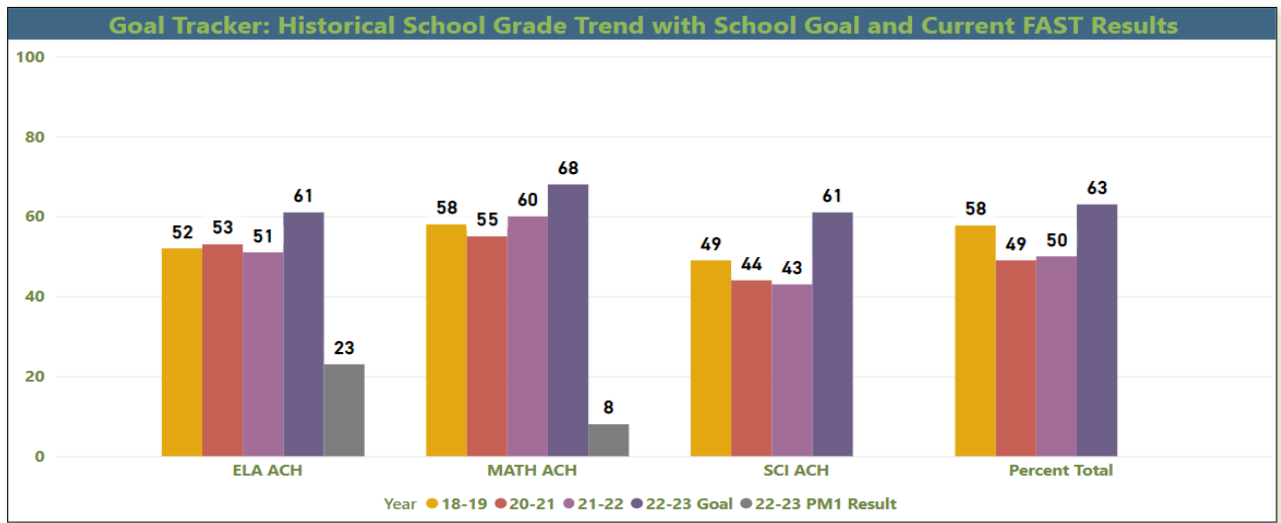
Rti groups, before school tutoring, mentorship opportunities, and students will be monitored through the MTSS process.

Comprehensive Needs Assessment

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
KG	104	7	6.73%			1	0.96%			8	7.69%		
01	103	25	24.27%							25	24.27%		
02	106	19	17.92%							19	17.92%		
03	129	25	19.38%					16	12.40%	38	29.46%	3	2%
04	111	25	22.52%					44	39.64%	59	53.15%	10	9%
05	112	31	27.68%			1	0.89%	46	41.07%	62	55.36%	16	14%
Total	665	132	19.85%			2	0.30%	106	15.94%	211	31.73%	29	4%

21-22	51%	53%	41%	60%	55%	47%	43%	350	50%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade



Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT’s will discuss	Quarter 1- 18 CIR&ODR, (7 CIR, 11 ODR) 3-4 students with repeated discipline infractions	To create a positive, emotionally safe environment within the classroom	Environment	
Goal: Reduce the number of Minor Infractions and ODR submissions each by 10% during the first quarter of 2022-2023 compared to the first quarter of 2021-2022.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 8/1/22 End: 10/14/22	Aug 3-17 PD on Behavior Response and Intervention Matrix "Who you call and why"	Tosha Jones Principal Kim Rahal Assistant Principal	Decrease overall referrals (Minor Infractions and ODR) Reduction of students with repeated ODR'S.	Tosha Jones, Principal Kim Rahal, A.P. Rachel Swallow, S.C. Power Bi data Impact Walks Walkthroughs
Start: 8/1/22 End: 10/14/22	PBIS training on new incentive program Update PBIS posters.	Rachel Swallow, School Counselor	Increase in positive incentive points Increase in student engagement	Rachel Swallow School Counselor PBIS reward points

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
Academics - Significant Data Findings	Overall females are outperforming male counterparts, specifically African American males.	By focusing on African American males, we will increase an ESSA subgroup and overall achievement (proficiency)	High Yield Strategy for the 1 st quarter will focus on Monitoring student understanding of SBI/tasks as planned during Collaborative Planning.
Academics - Significant Data Findings	Fifth grade consistently scoring below the overall achievement average of the school. The PBI School Grade Dashboard reflects an overall school Grade of 50%(C); however, when disseminated further with only the overall school grade would be: 3 rd grade would be 69%(A) 4 th grade would be 55%(B) 5 th grade only 45%(C) The goal for the 2022-2023 school year is to increase our current 50% (C) School Grade to 58% (B)	Focusing on fifth grade achievement in ELA, Math and Science to improve proficiency by 5% based on district assessments and PBI data	Monitoring
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	African American students 39% overall proficiency ESE students 32% overall Proficiency		
Goal: Improve overall achievement levels for African American students and ESE students to 41% proficiency Maintain or improve achievement by 5% of all students 2021-2022 the end of year showed that monitoring was evident in 63% of our classrooms. Our goal will increase to 75% evident in classrooms as reflected in walkthrough data, classroom instruction, RTI (Response to Intervention, CP Collaborative Planning and GL (Grade Level) data.			
Implementation Plan for Academics			

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 10/14/22	Data Dive PD in B.E.S.T. Standards sessions	Tosha Jones, Principal Kim Rahal, Assistant Principal	Collaborate planning logs and notes	Tosha Jones Principal Kim Rahal Assistant Principal Data chat forms will be reviewed by Leadership
Start: 8/04/2022 End:10/14/2022	Collaborative Planning – pre plan, FA, data review. Collaborate planning logs and notes that explicitly incorporate strategies and plans that include ESSA subgroups (African American and ESE Students).	Literacy Coaches: Rene Koppelman Dionna Farmer Math Coaches: Jennifer Keeler Amber DelTufo	Lesson Plans that include what/how Monitoring strategies will be used.	Tosha Jones Principal Kim Rahal Literacy Coaches: Rene Koppelman Dionna Farmer Math Coaches: Jennifer Keeler Amber DelTufo
Start: 8/1/2022 End:10/14/2022	Communication of SIP goals	Tosha Jones Principal Kim Rahal Assistant Principal	Monthly Family Newsletters, Title 1 Mtgs, Open House, Classroom/Hall posters, agendas, School Advisory Council Meetings.	Tosha Jones, Principal Kim Rahal Attendance and oral communication and common language
Start: 8/1/2022 End:10/14/2022	Classroom Walkthroughs	Leadership Team: Tosha Jones Principal Kim Rahal Assistant Principal Literacy Coaches: Rene Koppelman Dionna Farmer Math Coaches: Jennifer Keeler Amber DelTufo	Walkthrough data will be compared to the Curriculum and Instruction Walkthrough data to determine if the School Improvement High Yield Strategy of Monitoring is being used in classrooms with fidelity. We have created a QR code that can be used to facilitate the walkthroughs so they can be done on the spot without reliance on a paper form. This also allows us to graph/chart our areas or teachers of concern to provide immediate feedback and support through coaching cycles (mini or full).	Tosha Jones, Principal Kim Rahal, Assistant Principal Impact review modified form/or use of the electronic form (QR Code).

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Connections Title 1 Nights Increase attendance and events	Build connections and trust with family and community members.	Connections	
<p>Goal: Increase family and teacher involvement through events by 1 non-academic and 1 academic event in 1st quarter; using C.I.T.R.U.S. as our framework for engaging families.</p> <p>C – Connections I-Involvement T – Trust R – Relationships U – Unite S - Success</p>				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 10/14/22	PD for teachers on what connections and events should look like	Leadership team	Teachers are knowledgeable about facilitation and events that are valuable: survey	Tosha Jones Principal Kim Rahal Assistant Principal
Start: 8/1/22 End: 10/14/22	Document Awesome Grams and phone calls home at 5:1 positive to negative ratio	Teachers	Shared document for Awesome Grams Surveys	Tosha Jones Principal Kim Rahal Assistant Principal
Start: 8/1/22 End: 10/14/22	Non-academic Night - How-to (Focus), vendors, community groups (ex: Youth Guidance, Library, Youth Sailing, TC Girls, Crossover Mission, Boy Scouts, GOTR	Teachers, Leadership Team	Parent/family attendance increase in 2022-2023 by 5% from previous year 2021-2022.	Kim Rahal, Assistant Principal Data Collection & sign-in sheets
Start: 8/1/22 End: 10/14/22	Provide ELA & Math Videos with tips and strategies for each GL (Grade Level)	Instructional Coaches	Parent Surveys	Kim Rahal Assistant Principal Literacy Coaches: Amber DelTufo Jen Keeler Dionna Farmer Rene Koppelman Data Collection

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

[Opening of Schools Professional Development Agenda](#)

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/21 8:00 – 11:00	School Grade, School Improvement Plan PBIS, Code of Student Conduct, Safety and Security.	Using the data from PowerBi, Canvas the Instructional Staff was given an overview of our status (School Grade/Data), the new PBIS app for the school wide incentive program, along with reviewing/jig sawing the Code of Conduct and the school safety plan.	Tosha Jones Principal Kim Rahal Assistant Principal
8/3/21 1:00 – 3:00	Data Mining/Review	Used the Data Collection Tools to further disseminate the school grade data, looked for trends and areas of focus as designated by the School Improvement plan.	Instructional Coaches: Jen Keeler Rene Koppelman Amber DelTufo

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	Quarter 1- 11 ORD & Minor Infractions 37, (48 total) 2 students with repeated discipline infractions; both students are in kindergarten.	To create a positive, emotionally safe environment within the classroom.	Environment
	K spaces may need some structures for class management to help all students find success, and social emotional opportunities are needed for certain students as 46% of MI/ODR are being contributed by 4 K students.	To decrease the number of Minor Infractions/ODR occurrences in the kindergarten classrooms.	
	Overall frequent review of rules and procedures in all intermediate grades needs to be done weekly, and especially after days off from school.	To increase student accountability and adherence to the school and classroom expectations	

Goal: Goal: Reduce the number of Minor Infractions and ODR submissions each by 10% during the 2nd quarter of 2022-2023 compared to the 2nd quarter of 2021-2022.

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Continued PBIS training on PBIS incentive program	Tosha Jones Principal Kim Rahal Assistant Principal Rachel Swallow School Counselor	Increase in positive incentive points Increase in student engagement. Increase in student meeting or exceeding set goals for incentives.	Rachel Swallow School Counselor PBIS Rewards Program
Start: 10/17/22 End: 12/16/22	Data Chats to include discipline data	Tosha Jones Principal Kim Rahal Assistant Principal	Decrease overall referrals (Minor Infractions and ODR and a reduction of students with repeated ODR's.	Tosha Jones Principal Kim Rahal Assistant Principal Power Bi App Focus Discipline Reports

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	Overall females are outperforming male counterparts, specifically African American males.	By focusing on African American males, we will increase an ESSA subgroup and overall achievement (proficiency)	Monitoring and Feedback
	Fifth grade consistently scoring below the overall achievement average of the school. The PBI School Grade Dashboard reflects an overall school Grade of 50%(C); however, when disseminated further with only the overall school grade would be: 3 rd grade would be 69%(A) 4 th grade would be 55%(B) 5 th grade only 45%(C) The goal for the 2022-2023 school year is to increase our current 50% (C) School Grade to 58% (B)	Focusing on fifth grade achievement in ELA, Math and Science to improve proficiency by 5% based on district assessments and PBI data	

List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	African American students 39% overall proficiency ESE students 32% overall Proficiency
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Goal: Improve overall achievement levels for African American students and ESE students to 41% proficiency Maintain or improve achievement by 5% of all students 2021-2022 the end of year showed that monitoring was evident in 63% of our classrooms. Our 1st quarter monitoring goal (33% evident and 43% partial) met the goal. The overall goal will be increase to 75% evident in classrooms as reflected in walkthrough data, classroom instruction, RTI (Response to Intervention, CP Collaborative Planning and GL (Grade Level) data

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Written specific feedback needs to be given to students on a regular basis.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure). This will be an expectation for teachers and evidenced through walkthroughs.	Tosha Jones Principal Kim Rahal Assistant Principal Walk Through Tool Collection Sheets. Impact Walks C & I Walks
Start: 10/17/22 End: 12/16/22	Document in weekly collaborative planning the monitoring and formative high yield strategies as they are being implemented.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Collaborate planning logs and notes. Lesson Plans that include what/how Monitoring strategies will be used.	Tosha Jones Principal Kim Rahal Assistant Principal Literacy Coaches: Amber DelTufo Jen Keeler Dionna Farmer Rene Koppelman Lesson & Collaborative Planning Logs
Start: 10/17/22 End: 12/16/22	Students should have criteria for success.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Rubric, exemplar to be utilized and checked on a regular basis. These should be discussed at weekly collaborative planning with admin and coaches.	Tosha Jones Principal Kim Rahal Assistant Principal Walk Through Tool Collection Sheets. Impact Walks C & I Walks

Start: 10/17/22 End: 12/16/22	"How To and Next Steps in Monitoring".	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Data chat with intentional collaborative planning.	Tosha Jones Principal Kim Rahal Assistant Principal Literacy Coaches: Amber DelTufo Jen Keeler Dionna Farmer Rene Koppelman
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Connections Title 1 Nights Increase attendance and events	Build connections and trust with family and community members.	Connections	
<p>Goal: Increase family and teacher involvement through events by 1-2 non-academic and 1-2 academic event in 2nd quarter; using C.I.T.R.U.S. as our framework for engaging families.</p> <p>C – Connections I-Involvement T – Trust R – Relationships U – Unite S - Success</p>				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/16/2 End:12/16/2022	Non-academic Night - How-to (Focus), vendors, community groups (ex: Youth Guidance, Library, Youth Sailing, TC Girls, Crossover Mission, Boy Scouts, Special Olympics, Scouts Pack 595, Helping Hands.	Tosha Jones Principal Kim Rahal Assistant Principal Various Teachers	Parent/family attendance increase in 2022-2023 by 5% from previous year 2021-2022.	Kim Rahal Assistant Principal Roster Sheets Survey Data

Start: 10/16/2022 End: 12/16/22	Provide ELA & Math Videos with tips and strategies for each GL (Grade Level)	Rene Koppelman Dionne Farmer Jen Keeler Amber DelTufo Instructional Coaches	Parent Feedback Survey	Kim Rahal Assistant Principal Rene Koppelman Dionne Farmer Jen Keeler Amber DelTufo Instructional Coaches
Start:10/16/22 End: 12/16/22	Increase communication regarding opportunities for parental attendance at school sponsored events	Tosha Jones Principal	Parent Feedback Survey	Tosha Jones Principal School Messenger Reports

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Dodgertown Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Dodgertown Elementary School 0151

Principal (Last Name, First Name)

Vernette, Aretha

Assistant Principal(s)

Patterson, Ataaba

School Leadership Team:

Principal, Aretha Vernette

Assistant Principal, Ataaba Patterson

Literacy Coach, Stacey Miller

Literacy Coach, Jennifer Davis

Math Coach, Denise Swanigan

Demographics

School Type and Grades Served	Elementary, K-5
2022-2023 Title 1 School	Yes

2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>78.8%</u>		
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>39%</u> Economically Disadvantaged Students <u>48%</u> English Language Learners <u>52%</u> Hispanic Students <u>52%</u> Multiracial Students <u>**%</u> Students with Disabilities <u>34%</u> White Students <u>70%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	50%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	58%
	2017-18	C	48%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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

School Vision Statement

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

School Narrative

Dodgertown Elementary is a Title I school that serves prekindergarten through 5th grade, 78.8% of which are economically disadvantaged with a minority rate of 82.2%. Dodgertown serves a large part of the Gifford Community located in Vero Beach, Florida. Dodgertown is seeking certification from the University of Central Florida for its Community Partnership School model. The Children's Home Society of Florida—along with other core partners—leads the community collaboration to bring resources and opportunities to best serve students and parents. This partnership allows us to provide wraparound services to students and families to make sure all students succeed. Wraparound services unite many different care providers to give that which is needed to families to foster student success. Wraparound services include, but are not limited to, family support, independent living supports, self-help, academics, social, behavioral, tutoring, health and wellness, counseling (individual, family, group, youth, and vocational), etc.

Comprehensive Needs Assessment

EARLY WARNING SYSTEMS	DATA ANALYSIS	NEEDS
a. Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.	<p><u>Student ADA, Overall: 90.2%</u></p> <p># of students <90%: 190</p> <p>% of students <90%: 40% (190/472)</p> <p><u>Staff ADA, Overall: 94.7%</u></p> <p># of staff <90%: 1</p> <p>% of staff <90%: 1.8% (1/57)</p>	Build, sustain and use relationships to encourage an increased average daily attendance to 95% or greater for students and staff.
b. One or more suspensions, whether in school or out of school.	# of students, OSS: 7	None noted
c. Course failure in English Language Arts or mathematics during any grading period.	None noted	N/A
d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency	<p>21/66 (32%) Gr 3 FSA Lvl 1, Reading</p> <p>18/60 (30%) Gr 3 FSA Lvl 1, Math</p> <p>13/55 (24%) Gr 4 FSA Lvl 1, Reading</p> <p>14/53 (26%) Gr 4 FSA Lvl 1, Math</p> <p>17/66 (26%) Gr 5 FSA Lvl 1, Reading</p> <p>30/65 (46%) Gr 5 FSA Lvl 1, Math</p>	Teachers must monitor students' understanding of standards-based instruction/tasks to help drive instruction as planned with instructional coaches during collaborative planning.

SCHOOL GRADE DATA	DATA ANALYSIS	NEEDS
FSA Results	42%, ELA Achievement 62%, ELA Learning Gains 54%, ELA Bottom Quartile 43%, Math Achievement 54%, Math Learning Gains 60%, Math Bottom Quartile <u>31%, Science Achievement</u> 49%, C (349/700)	Teachers must monitor students' understanding of standards-based instruction/tasks to help drive instruction as planned with instructional coaches during collaborative planning.

SURVEY DATA	DATA ANALYSIS	NEEDS
Climate Survey Results by Category 4.50-5.00 Dark Green 4.00-4.50 Light Green 3.25-4.00 Yellow 2.50-3.25 Red 2.50-0.00 Dark Red	3.01 Academics 3.20 Communications 3.90 Staff Behavior 3.95 Discipline 4.08 Bullying 4.19 Overall	Stakeholders must build, sustain and use relationships to improve survey ratings and confidence in academic program.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.

	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.

4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the "High Yield Strategies", identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school's entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

The following ESSA subgroups did not meet the 41% threshold of proficiency according to the Federal Index:

- Black/African American Students 39%
- Students with Disabilities 34%

During classroom walkthroughs, document teachers’ monitoring of all students—especially African American students and Students with Disabilities--to increase the percentage of proficient levels on test (and ultimately state tests).

During weekly collaborative planning sessions, the Leadership Team (Instructional Coaches and Administrators) will be present to discuss how to monitor and increase proficiency for all students, especially ESSA subgroups which did not meet the 41% proficiency target- African American students and Students with Disabilities.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	Student ADA: 90.2%	Absent students miss instruction which impacts student achievement and creates gaps in learning.	Relationships	
	Teacher ADA: 94.7%	Absent teachers cannot deliver instruction which impacts teaching and learning.		
Goal: Build, sustain and use relationships to encourage an increased average daily attendance to 95% or greater for students and staff.				
Implementation Plan for School Culture				
Implementation	Implementation	Person(s) Responsible	Expected Evidence	Monitoring

Date(s) Aug. 1 st – Oct 14 th	Steps	(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: 8/1/22 End: 10/14/22	Promote Superintendent's Student Attendance Challenge with stakeholders	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	Flyers posted on campus; flyers home	Vernetto; Patterson
Start: 8/1/22 End: 10/14/22	Promote Superintendent's Staff Attendance Challenge	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	Flyers posted on campus; flyers home	Vernetto; Patterson
Start: 8/1/22 End: 10/14/22	Provide daily, weekly and quarterly student attendance recognition	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	Morning announcements; awards certificates	Vernetto; Patterson
Start: 8/1/22 End: 10/14/22	Provide daily, weekly and quarterly staff attendance recognition	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	Morning announcements; awards certificates	Vernetto; Patterson
Start: 8/1/22 End: 10/14/22	Provide staff and student attendance incentives	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	Morning announcements; awards certificates	Vernetto; Patterson

Academics

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
Academics - Significant Data Findings	42% ELA Achievement	Proficiency less than 50%; Tier I grade level instructional focus	Monitoring	
	43% Math Achievement	Proficiency less than 50%; Tier I grade level instructional focus		
	31% Science Achievement	Proficiency less than 50%; Tier I grade level instructional focus		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		39% Black/African American 34% Students with Disabilities		
Goal: During Quarter 1 Impact Walkthrough, 75% of teachers will monitor students' understanding of standards-based instruction/tasks to help drive instruction as planned with instructional coaches during collaborative planning.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 08/03/22 End: 08/03/22	Teacher PD: SIP Goals, Monitoring, Introduce Sample Lesson Plan Template/Required Components	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal	PowerPoint Presentation; Staff Newsletter presentation	Aretha Vernetto, Principal Ataaba Patterson, Assistant Principal Co-Facilitators
Start: 08/08/22 End: 08/08/22	Teacher PD: Math B.E.S.T. Standards, K-5	Denise Swanigan, Math Coach	Agenda; presentation	Principal and AP attend
Start: 08/09/22 End: 08-09-22	Teacher PD: ELA B.E.S.T. Standards, K-5	Stacey Miller, ELA Coach	Agenda; presentation	Principal and AP attend
Start: 08/10/22 End: 10/14/22	Attend Daily Collaborative Planning Sessions	Denise Swanigan, Math Coach Stacey Miller, ELA Coach Jennifer Davis, ELA Coach	Planning notes of discussions related to how to change instruction based on monitoring, feedback, data; discuss how to monitor to increase prof.	Principal and AP review notes during weekly leadership team meetings
Start: 08/10/22 End: 10-14-22	School-Based Impact Walks 39% Black/African American 34% Students with Disabilities	Leadership Team: Principal, AP, Instructional Coach, C&I	Walkthrough tool; Document monitoring to increase the % of proficiency levels on (state) tests for all students, esp. African American and SWDs	Principal and AP; C&I Canvas notes
Start: 08/10/22 End: 10/14/22	Coaching Cycles	Instructional Coach	Coach Logs	Principal and AP; weekly review at weekly meetings
Start: 08/10/22 End: 10/14/22	Weekly Impact Walks with Curriculum & Instruction Team	Leadership Team: Principal, AP, Instructional Coach, C&I	Doable next steps reviewed with admin, instructional coaches and teachers.	Principal and AP; observation of implementation

Family and Community Engagement

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Capacity Building Strategy One of the four C's
Significant Findings	PTO is now defunct	The leadership “3.6 Relationships” indicator at the highly effective level requires leaders to develop key stakeholder relationships with parent organization and effective relationships throughout all stakeholder groups.	Connections
Goal: During Quarter 1, stakeholders will establish PTA membership for the purpose of fostering relational trust and connections between families and school staff.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 08/01/22 End: 10/14/22	Admin meets with Michael Marsh, SDIRC PTA President	Aretha Vernette Ataaba Patterson	How to start up a PTA, including Konstella App, membership application, dues, etc.	All admin questions answered
Start: 08/01/22 End: 10/14/22	During registering in the Main Office, collect parent emails and membership dues, goal 100% participation	Tarsha Jenkins, Secretary Tammie Holmes, Admin Asst. Amanda LaPorta, Media Asst.	Emails entered into Konstella once dues are paid	Email in Konstella
Start: 08/01/22 End: 10/14/22	During Open House, recruit members and collect dues and emails to enter into Konstella	Staff Members ZPB Sorority Volunteers	Emails entered into Konstella once dues are paid	Emails in Konstella
Start: 08/01/22 End: 10/14/22	Community Partnership School staff, PTA membership drive	Earldesha Crosdale, Family & Comm. Engagement Coord., CPS	Emails entered into Konstella once dues are paid	Emails in Konstella
Start: 08/01/22 End: 10/14/22	SchoolMessenger	Aretha Vernette	Recorded messages	Aretha Vernette
Start: 08/01/22 End: 10/14/22	PBIS Family Rewards App	Aretha Vernette Ataaba Patterson	PBIS reports	Aretha Vernette Ataaba Patterson
Start: 08/01/22 End: 10/14/22	Dodger Dash Family Newsletter	Ataaba Patterson	Saved smore newsletters	Ataaba Patterson
Start: 08/01/22 End: 10/14/22	DTE Twitter DTE Facebook	Aretha Vernette Ataaba Patterson	Homepage feeds	Aretha Vernette Ataaba Patterson
Start: 08/01/22 End: 10/14/22	Homeroom Checklists, Incentives/Rewards	Homeroom teachers	\$5, emails, emails to be entered into Konstella	Emails entered into Konstella
Start: 08/01/22 End: 10/14/22	Create an events calendar for the year 2022-2023	Aretha Vernette Ataaba Patterson	calendar	Aretha Vernette Ataaba Patterson
Start: 08/01/22 End: 10/14/22	Announce first meeting date	Aretha Vernette Ataaba Patterson	calendar	Aretha Vernette Ataaba Patterson

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/2022, 08:20-12:05	SIP Goals and Orientation	Back to School Teacher Orientation & SIP PD, DAARP, Employee Handbook, Expectations	Vernette, Patterson
8/8/2022, 08:50-10:20	Math	K-5 BEST Standards Math Training	Denise Swanigan
8/8/2022, 10:20-11:50	ELA	K-5 Standards ELA Training	Stacey Miller, Jen Davis

8/9/2022, 09:00-11:00	High Yield Strategy	K-5: Monitoring with Formative Assessments	Kate O'Neal
8/9/2022, 12:30-01:00	FAST & Progress Monitoring	FAST & TIDE Testing PD	Patterson, Vernetta
8/9/2022, 01:00-02:00	Data Dive	Train teachers to utilize PowerBi Teacher Dashboard	Jodi Houston

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	Student ADA: 92.9%	Absent students miss instruction which impacts student achievement and creates gaps in learning.	Relationships
	Teacher ADA: 96.3%	Absent teachers cannot deliver instruction which impacts teaching and learning.	
Goal: Build, sustain and use relationships to encourage an increased average daily attendance to 95% or greater for students and staff.			

Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/11/22 End: 12/21/22	Promote Superintendent's Student Attendance Challenge with stakeholders	Aretha Vernette, Principal Ataaba Patterson, Assistant Principal	Weekly SchoolMessenger with student ADA by grade level and overall school ADA progress updates; Morning announcements; Staff Newsletter	Vernette; Patterson
Start: 10/11/22 End: 12/21/22	Promote Superintendent's Staff Attendance Challenge	Aretha Vernette, Principal Ataaba Patterson, Assistant Principal	Morning announcements; Staff Newsletter	Vernette; Patterson
Start: 10/11/22 End: 12/21/22	Provide daily, weekly and quarterly attendance recognition by class	Aretha Vernette, Principal Ataaba Patterson, Assistant Principal	Morning Announcements; Recognition Trackers	Vernette; Patterson
Start: 10/11/22 End: 12/21/22	Provide daily, weekly and quarterly attendance recognition by teacher	Aretha Vernette, Principal Ataaba Patterson, Assistant Principal	Staff Newsletter	Vernette; Patterson
Start: 10/11/22 End: 12/21/22	Provide staff and student attendance incentives	Aretha Vernette, Principal Ataaba Patterson, Assistant Principal	Morning Announcements; Recognition Trackers	Vernette; Patterson
Start: 10/13/22 End: 10/13/22	Deep dive into data related to discipline and attendance, with M. Mitchell	Ginger Bernal, Aretha Vernette, Ataaba Patterson, Marjorie Mitchell	"Culture & Climate Impact Review Tool" data, notes and comment	Ginger Bernal This step was completed during impact review: 10/13/2022
Start: 10/17/22 End: 12/21/22	Possible Action Step Attendance: 42% of the school population have severe or chronic attendance issues. In Q2, incentives need to be given to parents. For all students who have perfect attendance each month, parent name and student name will go into separate raffles for prizes.	Aretha Vernette, Ataaba Patterson, Marjorie Mitchell, Community Partners, PTO	Pictures of event; certificates	Principal and AP; observation of implementation

Start: 10/17/22 End: 12/21/22	Action Step Attendance: Visual of grade level attendance in the cafeteria will be updated weekly	Aretha Vernetto, Ataaba Patterson, Marjorie Mitchell	Pictures of posting; certificates	Principal and AP; observation of implementation
Start: 10/17/22 End: 12/21/22	Action Step Attendance: Attendance letters will be attached to report cards to be given at conferences	Aretha Vernetto, Ataaba Patterson, Marjorie Mitchell	Letters; FOCUS; PowerBi	Principal and AP; observation of implementation
Start: 10/17/22 End: 12/21/22	Action Step Discipline: 75% of all on campus discipline is coming from the classroom. Morning meetings will occur consistently in Q2 to build culture and climate.	Aretha Vernetto, Ataaba Patterson, Marjorie Mitchell	School Counselor model and coach teachers with the implementation of morning meetings	School Counselor observation of implementation
Start: 10/17/22 End: 12/21/22	Possible Discipline Action Steps: Morning expectations should be modeled from administration and school counselor. PBIS school wide expectations should be posted and reviewed. Primary and intermediate grade levels will be separated at breakfast. If behavioral expectations are followed for a given amount of time, an incentive such as music, Magic School Bus, lunch with Ms. Vernetto, etc.	Aretha Vernetto, Ataaba Patterson, Marjorie Mitchell, Jennifer Davis, PBIS Coordinator	School Counselor model and coach teachers with the implementation of morning meetings	School Counselor observation of implementation, Jennifer Davis, PBIS Coordinator

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	42% ELA Achievement	Proficiency less than 50%; Tier I grade level instructional focus	Monitoring
	43% Math Achievement	Proficiency less than 50%; Tier I grade level instructional focus	
	31% Science Achievement	Proficiency less than 50%; Tier I grade level instructional focus	

List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	39% Black/African American 34% Students with Disabilities
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Goal: During Quarter 1 weekly Impact Walkthroughs, schoolwide data collected for the “Monitoring and Formative Assessment” section using the Impact Review walkthrough tool showed 49% of ratings were either “evident, 8%” or “partially evident, 41%” that teachers were monitoring on a regular basis. During Quarter 2 Impact Walkthroughs, 75% of teachers will monitor students’ understanding of standards-based instruction/tasks to help drive instruction as planned with instructional coaches during collaborative planning.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/11/22 End: 12/21/22	Teacher PD: Once during Quarter 2, present Phase 2 SIP Goals, progress monitoring data to each grade level to focus in on how we can remediate and/or enrich students so that all students are monitored for success	Aretha Vernetto, Ataaba Patterson	Sign in rosters; agenda	Principal and AP
Start: 10/11/22 End: 12/21/22	Attend Collaborative Planning Sessions for each grade level	Denise Swanigan, Math Coach Stacey Miller, ELA Coach Jennifer Davis, ELA Coach	Planning notes of discussions related to how to change instruction based on monitoring, feedback, data; discuss how to monitor to increase prof.; PowerBi Coaching	Principal and AP review notes (as presented briefly by Instructional Coaches) during weekly leadership team meetings
Start: 10/11/22 End: 12/21/22	ESSA Subgroups 39% Black/African American 34% Students with Disabilities Meet with ESE Teachers to ensure monitoring of SWDs; Teachers	Leadership Team: Principal, AP, Instructional Coach, C&I	Walkthrough tool; Document monitoring to increase the % of proficiency levels on (state) tests for all students, esp. African American and SWDs	Principal and AP; C&I Canvas notes; Leadership Team will convey doable next steps to instructional staff
Start: 10/11/22 End: 12/21/22	Coaching Cycles that focus on monitoring and formative assessment to increase proficiency	Instructional Coaches	Coach Logs; PowerBi Coaching Snapshot App	Principal and AP; weekly review at weekly meetings
Start: 10/11/22 End: 12/21/22	Weekly Impact Walks with Curriculum & Instruction Team focusing on monitoring	C&I, Leadership Team: Principal, AP, Instructional Coaches	Doable next steps reviewed with admin, instructional coaches and teachers.	Principal and AP; observation of implementation

Start: 10/11/22 End: 12/21/22	Data Mine: Conduct data review with faculty to identify students with achievement levels of 2.5 and low 3.0	Aretha Vernetto, Ataaba Patterson, Denise Swanigan Stacey Miller Jennifer Davis	Agenda; presentation	Leadership Team will act as co-facilitators
Start: 10/11/22 End: 12/21/22	Act on Data: Provide remediation to students with achievement levels of 2.5 and low 3.0: during the school day, after school, Saturday	Instructional Staff	Attendance rosters; Weekly pass rates in i-Ready and Reflex will increase	Principal and AP will observe instruction and provide feedback and doable next steps
Start: 10/11/22 End: 12/21/22	Data Mine: Conduct data review with faculty to identify students with achievement levels of 5, 4, and high 3.	Aretha Vernetto, Ataaba Patterson, Denise Swanigan Stacey Miller Jennifer Davis	Agenda; presentation	Leadership Team will act as co-facilitators
Start: 10/11/22 End: 12/21/22	Act on Data: Provide enrichment to students with achievement levels of 5, 4 and high 3: during the school day, esp. during "pull out" with teacher of the gifted	Instructional Staff	Walkthrough tool ratings for "Differentiation"	Principal and AP will observe instruction and provide feedback and doable next steps
Start: 10/17/22 End: 10/20/22	Provide feedback to teachers visited during impact walks (and school feedback to all)	Aretha Vernetto, Ataaba Patterson	Calendar invite with Agenda	Principal and AP; observation of implementation
Start: 10/17/22 End: 12/21/22	Create Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring/formative that are intentionally planned for and then executed, using the curriculum and seen in walkthroughs	Aretha Vernetto, Ataaba Patterson, Academic Coaches	OneDrive, class observations	Principal, AP and Academic Coaches; observation of implementation
Start: 10/17/22 End: 12/21/22	Put the plan of monitoring daily into action, in the classroom to check for understanding (ex. a colored marker to quickly monitor students' work, circulating and checking for understanding)	Aretha Vernetto, Ataaba Patterson, Academic Coaches	Classroom walkthrough tool	Principal and AP; observation of implementation

Start: 10/17/22 End: 12/21/22	During small group instruction, expectations should be in place and a way for students to be accountable (chart for Reflex green lights, i-Ready lessons passed, etc.)	Aretha Vernetto, Ataaba Patterson, Academic Coaches	Classroom walkthrough tool	Principal and AP; observation of implementation
Start: 10/17/22 End: 12/21/22	To help with time management, a use of a timer for pacing, or a place to put materials will be helpful	Aretha Vernetto, Ataaba Patterson, Academic Coaches	Classroom walkthrough tool	Principal and AP; observation of implementation
Start: 10/17/22 End: 12/21/22	Planning for a cooperative structure to encourage accountable talk/collaborative work from all students	Aretha Vernetto, Ataaba Patterson, Academic Coaches	Classroom walkthrough tool	Principal and AP; observation of implementation

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Newly formed PTA has 43 members , as of September 2022	The leadership “3.6 Relationships” indicator at the highly effective level requires leaders to develop key stakeholder relationships with parent organization and effective relationships throughout all stakeholder groups.	Connections	
Goal: During Quarter 2, stakeholders will increase and sustain PTA membership (currently 43 members) for the purpose of fostering relational trust and connections between families and school staff.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/11/22 End: 12/21/22	Request information from Konstella and share it with the new PTA president to launch - PTA President: Earldesha Crosdale, Family & Community Engagement Coordinator for the Community Partnership School (CPS) model housed at Dodgertown.	Aretha Vernetto, Earldesha Crosdale, CPS Family & Community Engagement Coordinator	Konstella launch with parent "sign up" in the Konstella App	Aretha Vernetto; Earldesha Crosdale
Start: 10/11/22 End: 12/21/22	Community Partnership School staff, PTA membership drive	Earldesha Crosdale	Emails entered into Konstella once dues are paid	Aretha Vernetto; Earldesha Crosdale Monitor emails entered in Konstella
Start: 10/11/22 End: 12/21/22	SchoolMessenger	Aretha Vernetto	Recorded messages to recruit PTA members	Aretha Vernetto
Start: 10/11/22 End: 12/21/22	PBIS Family Rewards App	Aretha Vernetto Ataaba Patterson	PBIS app reports	Aretha Vernetto Ataaba Patterson
Start: 10/11/22 End: 12/21/22	Dodger Dash Family Newsletter	Ataaba Patterson	Recruit parent "sign up" for PTA and PBIS Rewards Family App	Ataaba Patterson
Start: 10/11/22 End: 12/21/22	DTE Twitter DTE Facebook	Aretha Vernetto Ataaba Patterson	Homepage feeds	Aretha Vernetto Ataaba Patterson

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Early Learning Programs

School Improvement Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Early Learning Programs 9015

Principal (Last Name, First Name)

Flood, Brooke

Assistant Principal(s)

N/A

Program Leadership Team:

Principal, Brooke Flood

Resource Coach/Teacher, Jill Halliday

Prevention Intervention Specialist, Randee Ganser-Bok

Resource Specialist, Kathryn Whittaker

PreK ESE Teacher, Kristie Rae

VPK Inclusion Teacher, Mary Kay Knappman

Demographics

School Type and Grades Served	Specialized
2022-2023 Title 1 School	Preschool students ages 3 to 5 years served on six Title I campuses [Dodgertown, Fellsmere, Glendale, Indian River Academy, Pelican Island, Vero Beach Elementary]
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	57% as of 9/19/2022

School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	N/A	
	2020-21	N/A	
	2019-20	N/A	
	2018-19	N/A	
	2017-18	N/A	
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

"The road to success is always under construction." Author Unknown

School Vision Statement

The vision for the SDIRC Early Learning Programs is to ensure an intellectually, socially, emotionally, and physically engaging classroom environment that fosters advocacy, acceptance, support, and education to prepare our VPK (Voluntary PreK) and Preschool Early Intervention students ages 3-5 years for success in Kindergarten and beyond.

School Narrative

SDIRC's Early Learning Programs encompass both the Statewide Voluntary PreKindergarten Program (VPK) & Preschool Early Intervention Program which provides Exceptional Student Education (ESE) services to our youngest learners ages 3 to 5. The purpose of SDIRC Early Learning Programs is to provide high quality educational/instructional services to Preschool ESE and Voluntary PreK (VPK) students during the school year and summer programming. Our Preschool Early Intervention ESE program services eligible preschool children beginning at age 3 during the regular school year in both half and full day settings and Summer Extended School Year (ESY). School Year VPK offers a full school year/full day program (6.5-hours of instructional services per day; 1170 total hours per year). Summer VPK program offers 300 instructional hours (10 hours of instructional services) per day for 30 school days in June and July. Early Learning Programs classrooms are located on six Title I Schools including Dodgertown Elementary, Fellsmere Elementary, Glendale Elementary, Indian River Academy, Pelican Island Elementary and Vero Beach Elementary.

Comprehensive Needs Assessment

Use PBI to analyze data and determine needs.

- EWS

- School Grade Data to include FDOE data, district data, and survey data

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).** In the **Needs Assessment Summary**, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the **Needs Assessment Summary** below.

Needs Assessment Summary

Early Learning Programs Data unavailable for Quarter 1.

Data and Systems Review Organizer

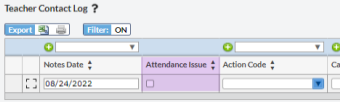
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
School Culture Significant Data Findings – SLT’s will discuss	Staff has been relocated to new school sites. New school site teams need to build trust and relationships. New Voluntary PreK and PreK ESE teams across school sites need to build trust and relationships. All VPK & PreK ESE students will have new classmates to build relationships and friendships with.	Relationships come first to build support and TRUST!	RELATIONSHIPS!!!!

Goal: By sharing information with families regarding the importance of building good attendance in preschool to increase academic success as well as reducing barriers to attending school then we will increase our daily attendance to 95% or higher for students.

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/10/22	Strengthen teacher and support staff relationships on school sites. Strengthen teacher and support staff site-based team relationships. Pair a Voluntary PreK & PreK ESE T together to support one another. Strengthen Early Learning Programs to strengthen school teams.	VPK and PreK ESE teachers on each site	Revamp Voluntary PreK & PreK ESE syllabus and handbook. All 6 schools have same expectations.	Each school will designate a lead teacher to gather the team to update the syllabus & handbook. Sign in Sheet collected by Lead Teachers to document that site teams met, read & reviewed syllabus and submitted to Brooke Flood, Principal

<p>Start: 8/3/22 End: 10/10/22</p>	<p>Streamline the documentation and updates of excused absences in Focus to ensure compliance and accuracy.</p> <p>Focus attendance code updates will take place through the PreK Office.</p>	<p>VPK and PreK ESE teachers</p> <p>Brooke Flood, Principal</p> <p>Darlene Serrano, VPK Administrative Assistant</p> <p>Claudia Viladrosa, PreK ESE Secretary</p>	<p>Power Bi Dashboard</p> <p>Teams channel or OneDrive file to upload nonattendance documentation</p>	<p>Brooke Flood, Principal or VPK Admin Asst/PreK ESE Secretary will create a channel in SDIRC Early Learning and Intervention Team or OneDrive Sharepoint file for VPK and PreK ESE teachers to upload nonattendance documentation.</p> <p>VPK Admin Assistant & PreK ESE Secretary will monitor the channel in SDIRC Early Learning and Intervention Team or OneDrive Sharepoint file daily and update Focus attendance daily.</p> <p>Brooke Flood, Principal, weekly unexcused absence monitoring in Power Bi and Focus. Monitor whether the appropriate nonattendance letters have been shared with families.</p>
<p>Start: 8/3/22 End: 10/10/22</p>	<p>Teachers contact families of absent students after 3 unexcused absences.</p> <p>Share with Flood when</p> 	<p>VPK and PreK ESE teachers</p>	<p>Teachers document the results of the contact in the Student Documentation tab in Focus and check the "Attendance Issue" box.</p>	<p>Brooke Flood, Principal</p> <p>Weekly monitoring of PowerBi and student documentation tab in Focus</p>

Start: 8/3/22 End: 10/10/22	Share "Attendance Works" handouts to increase family knowledge of building good attendance habits in preschool.	VPK and PreK ESE teachers	Teachers will share "Attendance Works pdfs and fact snippets via PBIS, weekly communication folder, and other parent engagement opportunities	VPK and PreK ESE teachers discuss opportunities to share handouts with families during Collaborative Planning which is held twice a week on Tuesdays and Thursdays.
Start: 8/3/22 End: 10/10/22	Create an Early Learning Collaborative to brainstorm incentives and outside of school opportunities to build relationships to increase daily staff attendance.	Reignite Team & School Leadership Team	List of incentives and calendar of delivery	Randee Ganser-Bok, Prevention Intervention Specialist will create calendar, order incentives and share distribution schedule with Brooke Flood, Principal.

Academics

Data Rating	Data Findings & Area Be specific in defining each	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
Academics - Significant Data Findings	21-22: 71% Voluntary PreK, Voluntary PreK Inclusion & PreK ESE Varying Exceptionalities Setting achieved 500+ on STAR Early Literacy Assessment	<ul style="list-style-type: none"> *Correlated to VPK Readiness Rates & PreK ESE Kindergarten Readiness Skills *Data shows progress *Made gains due to focus on certain standards/subtests *Influx of PreK ESE students enrolling all year *22-23 Year 1 CLASS [Classroom Assessment Scoring System] implementation: Cut scores TBD (possible 4 of 7) *22-23 VPK FAST Assessment: Cut Scores TBD [Unified Scale Scores] 	Formative Assessment with Monitoring (routines, procedures, expectations, schedules) Formatives & Summative Assessment to enrich/intervene/differentiate	
	21-22 Indian River Kindergarten Readiness Benchmark Assessment [IRKReady]			
	21-22 Indian River Kindergarten Readiness Benchmark Assessment [IRKReady]			
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Not applicable to Early Learning State Assessments during 1 st Quarter		
Goal: 56% (10 of 18) of Early Learning Programs teachers will show evidence of intentional data driven instruction based on formative assessments to increase student achievement.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation)	Monitoring (How and Who?)

			Step was successfully executed?)	
Start: 8/15/22 End: 9/23/22	Assessments given: * Florida VPK FAST [STAR Early Literacy] *Indian River Kindergarten Readiness Benchmark Assessment [IRK Ready] *Electronic Devereux Early Childhood Assessment [e-DECA] *Building Blocks Behavior Checklist	VPK and PreK ESE teachers	Test scores in Power Bi (score sheets if Power Bi unavailable)	Disaggregate PowerBi by School/Teacher Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist
Start: 8/5/22 End: mid Septem9/2022	Create Microsoft Forms to input student data for IRK Ready, e-DECA, Building Blocks Behavior Checklist	Assessment and Accountability Team (Catherine Beck)	Microsoft Forms data shared with Catherine Beck to be uploaded into PowerBi	Review and Approve Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist
Start: 8/5/22 End: 10/10/22	Walkthrough Checklist/Look Fors so Brooke Flood can determine goals for Collaborative Planning & walkthrough needs	Reignite Team	Weekly total classrooms visited with checklist & feedback given Weekly Goal: 10/18 Trends: Evident, Partially Evident, Not Evident, NA	* % of classrooms at end of 9 weeks *Review weekly and quarterly trends Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist

Start: 9/2022 End: 10/10/22	Data chat with *school sites *grade bands [VPK & PreK ESE] *individual teachers	VPK and PreK ESE teachers, Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Rande Ganser-Bok, Prevention Intervention Specialist	Data Chat Form, After Action Review [AAR] & next steps for teachers *What will be implemented?	PowerBi Dashboards Cycle back to walkthrough data VPK and PreK ESE teachers Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Rande Ganser-Bok, Prevention Intervention Specialist
Start: 8/3/22 End: 10/10/22	Collaborative Planning sheets for lesson planning ideas located in Teams Each school site hosts Teams Collaborative Planning weekly	VPK and PreK ESE teachers, Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Rande Ganser-Bok, Prevention Intervention Specialist Katie Whittaker; PreK Resource Specialist	Lesson Plan implementation Guiding questions prepared Data chat feedback Evidence from checklists of classroom visits Questions for Collaborative Planning: “How will I know they know it?” “What will I do if they don’t?”	Formal & Informal Eval Data in iObservation Walkthrough Data [%ages of areas in need and strengths] Discuss findings at Collaborative Planning or with individual teachers Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Rande Ganser-Bok, Prevention Intervention Specialist Katie Whittaker; PreK Resource Specialist
Start: 8/3/22 End: 10/10/22	PIGG Deliberate Practice Goal related to Beginning of the Year [BOY] assessment data	VPK and PreK ESE teachers Brooke Flood, Principal	PIGG data with deliberate practice Lesson plans	Informal & formal evaluation data Brooke Flood, Principal

Start: 8/3/22 End: 10/10/22	Brooke Flood, Principal will be accountable to teachers and support staff for walkthroughs, feedback, informal/formal evaluations completed on time and input into iObservation or with teacher	VPK and PreK ESE teachers Teacher Assistants and Self Care Aides Brooke Flood, Principal	Walkthroughs Feedback left for teacher and support staff [written or verbal] Informal/formal evaluations uploaded into iObservation within required timelines	iObservation dashboard Feedback forms VPK and PreK ESE teachers Brooke Flood, Principal Beth Crisafulli, Director; Advocacy, School Management and Leadership
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Family and Community Engagement

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	Capacity Building Strategy <small>(One of the 4 C's)</small>
Significant Findings	<p>Coming out of the pandemic, create an opportunity for families to meet their child's teacher and visit the classroom prior to the rush of the first day of school.</p> <p>Allow August 10, 11, 12 to become a 'staggered start' to alleviate extra students on campuses as well as prepare families for their child's first day of school.</p> <p>3 events: Staggered Start [1] & Conference Nights [2] for teachers and families to commit to building relationships.</p>	<p>CONNECTIONS 1ST!!!!</p> <p>Relationships and partnerships are the foundation for the other 3 Cs</p>	<p>Connection!!</p>

Goal: 100% of all VPK and PreK ESE families will participate via person or virtual Early Learning family meet and greet partnerships.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: 8/3/22 End: 8/20/22</p>	<p>Teachers schedule family meet and greet opportunities through a staggered start day classroom visit [45 min to 1 hour] on August 10, 11, 12.</p> <p>Create a schedule for families to sign up during orientation for August 10, 11, 12 [share schedule with front office].</p> <p>Teachers will be flexible with their schedules [start and end time for the school day] to accommodate working families.</p> <p>Review syllabus with families and update working phone numbers.</p>	<p>VPK and PreK ESE teachers</p>	<p>Completed conference schedule form with family signature with sign in and out times.</p>	<p>Completed conference schedule due by August 26.</p> <p>Brooke Flood, Principal</p>
<p>Start: 8/29/22 End: 10/13/22</p>	<p>List of positives from Meet and Greets</p> <p>List of barriers from Meet and Greets</p>	<p>Staff input via Forms survey</p>	<p>100% survey completion (18 of 18 teachers)</p>	<p>Review survey and discuss positives/barriers/problem solving/next steps</p> <p>Brooke Flood, Principal</p> <p>Jill Halliday, PreK Resource Teacher Coach</p> <p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Katie Whittaker, PreK Resource Specialist</p>

<p>Start: 8/29/22 End: 10/10/22</p>	<p>Moonshot Monday Family Engagement Connections during dismissal in the car pickup line and PreK ESE bus loop.</p>	<p>4 components of Moonshot Families: *Read/Talk *Play *Sing *Create</p> <p>Each month will focus on one of The Learning Alliance's Moonshot Families' components listed above through a weekly rotation on each VPK/PreK ESE school site. Each school will have 4 dates of engagement from 2:45/3:00 to 3:15 in the car pickup line and bus loop.</p>	<p>Number of bags distributed. Number of social media posts with predetermined hashtags.</p>	<p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Moonshot Families Team</p>
<p>Start: 8/3/22 End: 10/10/22</p>	<p>100% of Voluntary PreK and PreK ESE schools will host PreK Family engagement opportunities to increase parent to parent communication.</p> <p>Family engagement survey to gauge interests.</p> <p>Staff engagement survey to gauge interests.</p>	<p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>VPK and PreK ESE teachers</p>	<p>Review survey results and begin to plan additional engagement opportunities.</p>	<p>Disaggregate survey data</p> <p>Monitor sign in sheets</p> <p>Create agendas and social media announcements</p> <p>Randee Ganser-Bok, Prevention Intervention Specialist</p>

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.

- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/2022 8:20AM-8:40AM	School Improvement Plan Goals [SIP]	Share an overview of 22-23 Early Learning Programs’ SIP Goals	Brooke Flood, Principal
8/3/2022 8:40AM-9:00AM	Mission and Vision of Early Learning Programs & Planning with the End in Mind -School Culture-	Teachers will create school based Early Learning Programs vision (discuss team strengths) Introduce Early Learning Programs Desk Calendars and Stephen Covey’s Habit #2; Begin with the End in Mind	Jill Halliday, PreK Resource Teacher Coach
8/3/2022 9:00AM-12:00PM	Academics	Create and deliver training on Early Learning Assessments including VPK FAST, CLASS Observations, IRK Ready, e-DECA, Expectations for Collaborative Planning, Curriculum Pacing Guides, Florida Early Learning and Developmental Standards [FELDS], Lesson Plan Expectations, Moonshot Monday Story Expectations/Schedule, PBIS webinar/app, Syllabus Expectations	Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist
8/5/2022 1:00PM-3:00PM	Academics/School Culture	Create and deliver Conscious Discipline & Behavioral expectations overview, updates to Early Learning Programs assessments deep dive into new state required Voluntary PreK assessments and Child Outcomes Summary [COS] for PreK ESE. Early Learning Coalition creates and delivers	Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Valerie Powell and Kelly

		deep dive overview of the new VPK CLASS [Classroom Assessment Scoring System]	Wilson, Quality Specialists from the Early Learning Coalition of Indian River, Martin and Okechobee [ELCIRMO]
8/9/2022 1:00PM-3:00PM	School Culture	Create and deliver training to Support Staff [teacher assistants and self care aides] on their Early Learning Programs Handbook, VPK CLASS, REL Oral Language and Vocabulary Center Cards, Community of Practice including Feelings Buddies Book Study	Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist
8/11/2022 & 8/12/2022	School Culture	Deliver CPI [Crisis Prevention Intervention] training for all Early Learning support staff [teacher assistants and self care aides] to be ready to respond and not react to students' behaviors.	Ranee Ganser-Bok, Prevention Intervention Specialist

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	As of 10.12.2022: Early Learning Programs student attendance is 92% As of 10.12.2022: Early Learning Programs staff attendance is 97.3%	Relationships between all stakeholders; administration, teachers, support staff, students, and families must be established to build trust. VPK and PreK ESE programs are considered <i>voluntary</i> (parent/family choice) as	Engagement Strategies

	<p>As of 10.12.2022:</p> <p>Average Daily Attendance</p> <p>Dodgertown Elementary: 87.1%</p> <p>Fellsmere Elementary: 94.4%</p> <p>Glendale Elementary: 90.2%</p> <p>Indian River Academy: 95.8%</p> <p>Pelican Island Elementary: 89.0%</p> <p>Vero Beach Elementary: 89.3%</p>	<p>students aren't statutorily required to attend these programs. Our goal is to change the mindset of families to understand that once they make the decision for their child to join our programs that the expectation is that their child will attend school at least 95% of the days that they are enrolled to increase their readiness for Kindergarten.</p>	
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Goal: By sharing information with families regarding the importance of building good attendance in preschool to increase academic success as well as reducing barriers to attending school, then we will increase our daily attendance to 95% or higher for students.

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Create an Early Learning Collaborative to brainstorm incentives and outside of school opportunities to build relationships to increase daily staff attendance.	Reignite Team & School Leadership Team	List of incentives and calendar of delivery.	Rande Ganser-Bok, Prevention Intervention Specialist will create calendar, order incentives and share distribution schedule with Brooke Flood, Principal.

<p>Start: 10/14/22 End: 12/16/22</p>	<p>Celebrations at dismissal (car pickup/bus loop) for students who have 95% or higher attendance for the month.</p> <p>Provide certificates and monthly trinkets/rewards to students and families.</p> <p>Share additional "Attendance Works fliers to families who fall below 95% attendance for the month.</p> <p>Survey families to determine barriers to daily attendance and help to provide support to families to increase daily attendance.</p>	<p>Brooke Flood, Principal Ranee Ganser-Bok, Prevention Intervention Specialist VPK and PreK ESE teachers</p>	<p>List of incentives and calendar of celebrations.</p> <p>Create a barriers to daily attendance survey.</p>	<p>Ranee Ganser-Bok, Prevention Intervention Specialist will create calendar, provide a list of incentives to order and share celebration schedule with Brooke Flood, Principal and Darlene Serrano, VPK Administrative Assistant.</p> <p>Brooke Flood, Principal will attend celebrations.</p> <p>Leadership team and teachers will analyze attendance survey data and will assist families as needed including possible transportation for PreK ESE students and/or connecting families to other families or outside organizations.</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Teachers contact families of absent students after 3 unexcused absences, including sending home appropriate nonattendance letters.</p> <p>Share with Brooke Flood when students are out 3 or more days.</p>	<p>VPK and PreK ESE teachers</p>	<p>In the Student Documentation tab in Focus, teachers will list how families were contacted as well as how the nonattendance letter was delivered to the family [email, take home folder, dismissal, PBIS] in Focus and check the "Attendance Issue" box.</p>	<p>Brooke Flood, Principal</p> <p>Weekly monitoring of PowerBi and student documentation tab in Focus.</p>

Start: 10/17/22 End: 12/16/22	Share "Attendance Works" handouts to increase family knowledge of building good attendance habits in preschool.	VPK and PreK ESE teachers	Teachers will share "Attendance Works" pdfs and fact snippets via PBIS, weekly communication folder, and other parent engagement opportunities. PreK Resource Specialist will share "Attendance Works" pdfs during eligibility and staffing meetings with new families to reinforce the importance of their child's participation in our Early Intervention programs.	Brooke Flood, Principal Jill Halliday, Resource Teacher Randee Ganser-Bok, Prevention Intervention Specialist VPK and PreK ESE teachers discuss opportunities to share handouts with families during Collaborative Planning which is held twice a week on Tuesdays and Thursdays. Kathryn Whittaker, PreK Resource Specialist will share updates during Preschool Evaluation Team meetings held weekly.
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	48% of Voluntary PreK Students (on VPK Certificate of Eligibility) achieved At/Above Benchmark [greater than/equal to 40%ile] on the VPK FAST (STAR Early Literacy Assessment) for Progress Monitoring 1 using the Unified Scale Score.	*Correlated to new State Voluntary PreKindergarten Readiness Rates [VPK FAST and CLASS assessment]. *PreK ESE Kindergarten Readiness skills. *Influx of PreK ESE students enrolling all year based on eligibility determination.	Differentiated Instruction
Academics - Significant Data Findings	PreK ESE teachers are creating a developmentally appropriate local assessment to monitor the progress of non-verbal students [receptive &/or expressive].	*22-23 Year 1 CLASS [Classroom Assessment Scoring System] implementation: Cut Scores TBD (possible 4 of 7). *22-23 VPK FAST Assessment Cut Scores TBD [Unified Scale Score]	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Not applicable to Early Learning State Assessments during 2 nd Quarter.	

Goal: 56% (10/18) of Early Learning Programs teachers will show evidence of intentional data driven instruction based on formative assessments to increase student achievement.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Create Microsoft Forms to input student data for IRK Ready, e-DECA, Building Blocks Behavior Checklist and the newly created local assessment to progress monitor nonverbal PreK ESE students.	Assessment and Accountability Team (Catherine Beck)	Microsoft Forms data shared with Catherine Beck to be uploaded into PowerBi.	Review and Approve Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist
Start: 10/17/22 End: 12/16/22	Walkthrough Checklist/Look Fors [including lesson plan expectations and CLASS dimensions] so Brooke Flood can determine goals for Collaborative Planning & walkthrough/coaching needs.	Brooke Flood, Principal Jill Halliday, Resource Teacher	Weekly total classrooms visited with checklist & feedback given. Weekly Goal: 10/18 Trends: Evident, Partially Evident, Not Evident, NA Share relevant & timely feedback to teachers to shift instruction/assessment.	* % of classrooms at end of 9 weeks. *Review weekly and quarterly trends. Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Kathryn Whittaker, PreK Resource

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Data chats with *School sites *Grade bands [VPK & PreK ESE] *Individual teachers</p>	<p>VPK and PreK ESE teachers, Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Kathryn Whittaker, PreK Resource Teacher</p>	<p>Data Chat Form, After Action Review [AAR] & next steps for teachers *What will be implemented?</p>	<p>PowerBi Dashboards. Cycle back to walkthrough data. VPK and PreK ESE teachers Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Kathryn Whittaker, PreK Resource Specialist</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Collaborative Planning sheets for lesson planning ideas located in Teams. Each school site hosts Teams Collaborative Planning weekly.</p>	<p>VPK and PreK ESE teachers, Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Kathryn Whittaker; PreK Resource Specialist</p>	<p>Lesson Plan implementation (following lesson plan expectation checklist). Guiding questions prepared. Data chat feedback Evidence from checklists of classroom visits. Questions for Collaborative Planning: * “How will I know they know it?” * “What will I do if they don’t?” * “What will I do if they do?”</p>	<p>Formal & Informal Eval Data in iObservation. Walkthrough Data [%ages of areas in need and strengths]. Discuss findings at Collaborative Planning or with individual teachers. Brooke Flood, Principal Jill Halliday, PreK Resource Teacher Coach Ranee Ganser-Bok, Prevention Intervention Specialist Kathryn Whittaker; PreK Resource Specialist</p>

Start: 10/17/22 End: 12/16/22	Brooke Flood, Principal will be accountable to teachers and support staff for walkthroughs, feedback, informal/formal evaluations completed on time and input into iObservation or shared with teacher.	VPK and PreK ESE teachers Teacher Assistants and Self Care Aides Brooke Flood, Principal	Walkthroughs [formal, informal, impact walks, CLASS feedback]. Feedback left for teacher and support staff [written or verbal.] Informal/formal evaluations uploaded into iObservation within required timelines.	iObservation dashboard. Feedback forms. VPK and PreK ESE teachers Brooke Flood, Principal Beth Crisafulli, Director; Advocacy, School Management and Leadership
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Provide Moonshot Mondays with The Learning Alliance's Moonshot Families to strengthen the skills and knowledge of early childhood milestones (Early Learning and Developmental Standards Conference Nights [October & February] for teachers and families to commit to building relationships and strengthen capabilities.	Families respond to quick 'bites' of information that can be modeled and used immediately at home Honor and recognize families existing knowledge, skill, and forms of engagement.	Capabilities	
Goal: 100% of all VPK and PreK ESE families will participate via in person or virtual Early Learning family meet and greet partnerships.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Moonshot Monday Family Engagement Connections during dismissal in the car pickup line and PreK ESE bus loop.</p>	<p>4 components of Moonshot Families: *Read/Talk *Play *Sing *Create</p> <p>Each month will focus on one of The Learning Alliance's Moonshot Families' components listed above through a weekly rotation on each VPK/PreK ESE school site. Each school will have 4 dates of engagement from 2:45/3:00 to 3:15 in the car pickup line and bus loop.</p>	<p>Number of bags distributed.</p> <p>Number of social media posts with predetermined hashtags.</p> <p>Number of families who have signed up to become a "Moonshot Family."</p>	<p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Brooke Flood, Principal</p> <p>Moonshot Families Team</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Create a schedule for families to sign up for October family conferences [share schedule with front office].</p> <p>Teachers will be flexible with their schedules to accommodate working families.</p> <p>Review assessment data, report cards and model quick activities that families can do at home to practice and build needed skills at home.</p>	<p>VPK and PreK ESE teachers</p>	<p>Completed conference schedule form with family signature with sign in and out times.</p>	<p>Completed conference schedule due by November 4.</p> <p>Brooke Flood, Principal</p>

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Introduce “My First Steps to Reading” books purchased by The Learning Alliance during October conferences.</p> <p>Teachers will explain that each book showcases a letter of the alphabet and will be sent home to practice recognizing items that begin with each letter.</p> <p>Activities will be modeled to provide background knowledge to the families and increase their skill level to help their child recognize the letter.</p>	<p>VPK and PreK ESE teachers</p> <p>Jill Halliday, PreK Resource Teacher</p>	<p>Completed conference schedule form with family signature with sign in and out times.</p> <p>Schedule of book distribution via letter to correspond to our Foundations letter introduction pacing guide.</p>	<p>Completed conference schedule due by November 4.</p> <p>Brooke Flood, Principal</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>100% of Voluntary PreK and PreK ESE schools will host PreK Family engagement opportunities to increase parent to parent communication.</p> <p>Family engagement survey to gauge interests.</p> <p>Staff engagement survey to gauge interests.</p>	<p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Jill Halliday, PreK Resource Teacher</p> <p>Kathryn Whittaker, PreK Resource Teacher</p> <p>VPK and PreK ESE teachers</p>	<p>Review survey results and begin to plan additional engagement opportunities.</p>	<p>Disaggregate survey data.</p> <p>Monitor sign in sheets.</p> <p>Create agendas and social media announcements.</p> <p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Jill Halliday, PreK Resource Teacher</p> <p>Kathryn Whittaker, PreK Resource Teacher</p> <p>Brooke Flood, Principal</p>

<p>Start: 10/14/22 End: 12/16/22</p>	<p>List of positives from Meet and Greets.</p> <p>List of barriers from Meet and Greets.</p>	<p>Staff input via Forms survey.</p>	<p>100% survey completion (18 of 18 teachers).</p>	<p>Review survey and discuss positives/barriers/problem solving/next steps.</p> <p>Brooke Flood, Principal</p> <p>Jill Halliday, PreK Resource Teacher Coach</p> <p>Randee Ganser-Bok, Prevention Intervention Specialist</p> <p>Kathryn Whittaker, PreK Resource Specialist</p>
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Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT’s will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Fellsmere Elementary School

School Improvement Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Fellsmere Elementary 0101

Principal (Last Name, First Name)

Echeverria, Ramon

Assistant Principal (s)

Justice, Jennifer

School Leadership Team

Principal, Ramon Echeverria

Assistant Principal, Jennifer Justice

Math Coach, Paula Essig

ELA K-2 Coach, Jessica Mowery

ELA 3-5 Coach, Meghan Digiacomio

Science Coach, Meaghan Robertson

School Counselor, Annie Arce

Demographics

School Type and Grades Served	Elementary, K-5		
2022-2023 Title 1 School	Yes		
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	63%		
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>4%</u> Economically Disadvantaged Students <u>63%</u> English Language Learners <u>44%</u> Hispanic Students <u>82%</u> Multiracial Students <u>2%</u> Students with Disabilities <u>12%</u> White Students <u>12%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	N/A		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	B	57%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	52%
	2017-18	C	53%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

We exist to empower globally competent learners while bridging cultures, languages, and academics.

School Vision Statement

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

School Narrative

Fellsmere Elementary School is a community school in rural Indian River County. FES is always on a mission to become better for its mighty mustang students, awesome parents, competent teachers, and supportive city. It is a school, that from the minute you step in, you experience that we exist to empower globally competent

learners, while bridging cultures, languages, and academics. The school culture and climate runs on the belief that to be an elementary student nowadays, you must develop a solid emotional, cultural, and intellectual capacity so you can embrace the multiple perspectives and challenges the world is constantly providing. Come and experience Fellsmere Elementary! Gallop for Success...Nothing Less!

Comprehensive Needs Assessment

- Our school will need to increase proficiency in ELA (currently 48), Math (currently 54) and Science (currently 45)
- Our school needs to increase average daily attendance (currently 92% last year)
- Our school needs to increase parent efficacy with technology and communication.
- EWS
- School Grade Data to include FDOE data, district data, and survey data below:

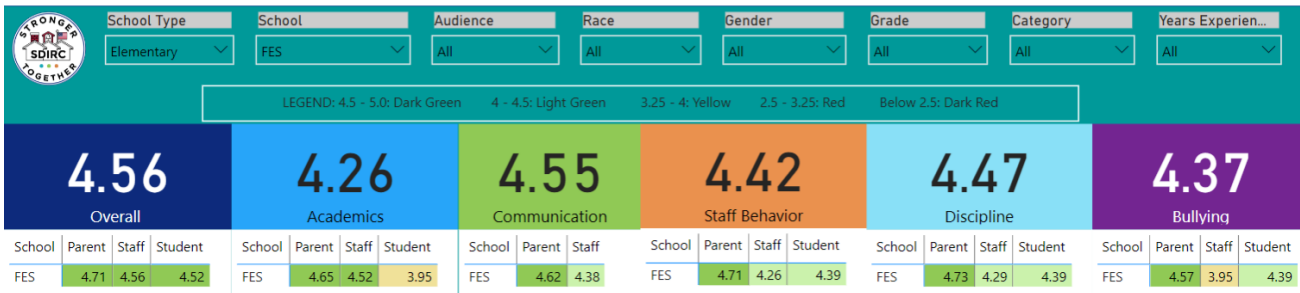
School DOE Historical

21-22	648	59%	B
	Total Pts	Total %	Grade
20-21	599	54%	B
	Total Pts	Total %	Grade
8-19	654	59%	B

School Grade Data 3 year

21-22	48%	53%	57%	54%	69%	76%	45%	402	57%	B
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
20-21	42%	45%	55%	44%	54%	43%	40%	323	46%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
18-19	41%	46%	50%	57%	67%	63%	37%	361	52%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

Fellsmere Elementary Parent-Staff-Student Survey



Fellsmere Elementary Early Warning System



Early Warning System School Improvement Plans

This dashboard provides you with your 22-23 student counts and their "performance" on the 4 Florida Early Warning Indicators (EWI) from 21-22. 22-23 Enrollment is tied to FOCUS and will update on a nightly basis.

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
PK	40												
KG	89	14	15.73%							14	15.73%		
01	106	28	26.42%							28	26.42%		
02	111	47	42.34%			2	1.80%			47	42.34%	2	2%
03	88	23	26.14%			2	2.27%	7	7.95%	27	30.68%	5	6%
04	76	17	22.37%			1	1.32%	35	46.05%	41	53.95%	11	14%
05	83	21	25.30%			1	1.20%	46	55.42%	53	63.86%	14	17%
Total	593	150	25.30%			6	1.01%	88	14.84%	210	35.41%	32	5%

Early Warning Indicators by Race/Eth

Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
Black or African American	27	8	29.63%							2	7.41%	10	37.04%
Hispanic	484	124	25.62%			5	1.03%	81	16.74%	178	36.78%	30	6%
Other	9	2	22.22%							2	22.22%	3	33.33%
White	73	16	21.92%			1	1.37%	3	4.11%	19	26.03%	1	1%
Total	593	150	25.30%			6	1.01%	88	14.84%	210	35.41%	32	5%

SIP Planning Timeline

Phase	Topic	Timeline	Notes
Preview	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?

<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Reignite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Needs Assessment Summary

Not Applicable (N/A)

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT’s will discuss	Average Daily Attendance (ADA) is 92% for K-5 for the 2021-22 school year	Student attendance has a direct impact on instruction and the proficiency of our students.	Relationships	
Goal: Increase Average Daily Attendance from 92% to 95% or higher in all grade levels.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 10 th – Oct. 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 10/14/22	Attendance Policy Distributed	School Counselor (Ana Iris Arce) and classroom teachers	Increased percentage (from 91.4% last year/1 st quarter) to 93% based on ADA as monitored by Power Bi App.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 8/10/22 End: 10/14/22	School Messenger to remind and celebrate attendance	Admin team (Jennifer Justice, Ramon Echeverria)	Increased percentage (from 91.4% last year/1 st quarter) to 93% based on ADA as monitored by Power Bi App.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 8/10/22 End: 10/14/22	Facebook Posts	Admin Assistant (Judy Marsiglia) and/or Tech Admin (Carla Cundiff)	Increased percentage (from 91.4% last year/1 st quarter) to 93% based on ADA as monitored by Power Bi App.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).

Start: 8/10/22 End: 10/14/22	Marquee Use	Admin Assistant (Judy Marsiglia)	Increased percentage (from 91.4% last year/1 st quarter) to 93% based on ADA as monitored by Power Bi App.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 8/10/22 End: 10/14/22	Celebrations for Full House on classroom doors	Classroom teachers	Increased percentage (from 91.4% last year/1 st quarter) to 93% based on ADA as monitored by Power Bi App.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).

Academics

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	23 out of 159 students were in the 2.0 and 16 out of 159 students were in the 2.5 Achievement Bucket for Math.	We'll have these students be part of FES Pro Camp (an after-school camp), since the State testing is this year proficiency only.	Monitoring for Understanding	
	16 out of 159 students were in the 2.0 and 24 out of 159 students were in the 2.5 Achievement Bucket for ELA.	We'll have these students be part of FES Pro Camp (an after-school camp), since the State testing is this year proficiency only.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Not Applicable (N/A)		
Goal: If 70% of classes show evidence of Monitoring for Understanding, then proficiency will increase from 48% to 55% or greater in ELA and from 54% to 65% or greater in Math.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 8/10/22 End: 10/14/22	Identify students in 3-5 that scored 2.0-2.5 These students will eventually be our target group for Pro Camp (an after-school camp).	Admin Team (Ramon Echeverria, Jennifer Justice)	Increased proficiency, on school, and district assessments	Admin Team (Ramon Echeverria, Jennifer Justice) monitoring scores within Power Bi

Start: 8/10/22 End: 10/14/22	Make a chart, with the names of these students for the conference room. This chart is referenced in all coaching and data meetings, to ensure that we are closely monitoring this specific group of students.	Instructional coaches Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiacom- ELA Coach Meaghan Robertson- Science Coach	Increased proficiency, on school and district assessments	Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiacom- ELA Coach Meaghan Robertson- Science Coach Monitoring scores within Power Bi
Start: 8/10/22 End: 10/14/22	Identify these students on seating chart within classrooms. Knowing where they are located in the classroom, helps us keep eyes on their classroom engagement and interaction, during instructional sweeps.	Classroom Teachers	Increased proficiency, on school and district assessments	FES Leadership Team executing instructional sweeps weekly.
Start: 8/10/22 End: 10/14/22	Using the Impact Review Collection Tool (Digital Form) we will collect feedback weekly. We'll provide feedback to teacher(s) in real time and/or within 48 hours in order to produce the necessary instructional tweaks to get better in this strategy.	Instructional coaches Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiacom- ELA Coach Meaghan Robertson- Science Coach, Admin Team (Ramon Echeverria, Jennifer Justice)	Increase the frequency of Monitoring for Understanding in all Classrooms.	Any school personnel doing an instructional sweep at FES will collect data in the electronic tool.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Families are not signed up or using the FOCUS platform and other online platforms in SDIRC.	Technology and the understanding of these platforms are a barrier in the community that we serve at FES. If we don't grow the technological capacity of FES families, we'll lack the resources to connect now and for the years to come.	Connections (networks)

Goal: To connect/expose a minimum of 15 new families to any technology platforms used within SDIRC. For example: FOCUS, electronic lunch applications, PBIS Rewards, FES Facebook, and FES PTA Facebook. This goal will be ongoing throughout the school year.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 5 th – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/5/22 End: 10/14/22	<ol style="list-style-type: none"> Host parent night (Open House) to increase use of FOCUS platform and PBIS rewards communication platform. We also offer appointments to individual parents, during the school day. School Messenger is used to promote these options. Mustang Newsletter will display contact information to set up individual appointments. During FACES Community and Engagement morning, FES will have staff prepared to provide sign-up and guidance opportunities. 	<p>Capable FES employees and capable student volunteers from Middle School and High School.</p> <p>Arlene Espinal, Computer Lab Tech</p> <p>Judy Marsiglia (administrative assistant), Jennifer Justice (AP), Ramon Echeverria (P)</p>	<p>More enrollment of families using FOCUS. <u>Increased awareness and understanding of how to use</u> the different technology platforms in SDIRC.</p> <p>The evidence is being measured by signing attendance sheets provided during FES connections with families and/or individuals.</p>	<p>Who: FES Principal, Assistant Principal, Arlene Espinal (Computer Lab Tech), Selected ESOL Bilingual Teacher Assistants, Administrative assistant, Cafeteria manager (Kim Newborn), secretary (Cindy Gamez)</p> <p>FES will check weekly the number of families and/or individuals participating in this community goal.</p>

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.

- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
August 25 (K-2) and August 29 (3-5)	Instructional SIP Review	The WHY, WHAT, HOW, and WHEN of FES SIP. Plus, its connection with Impact Review Collection Tool.	Principal (Ramon Echeverria) Assistant Principal (Jennifer Justice)
September 13, 2022	Data Dive with grade level teams	Utilize Power Bi to distribute and discuss the data regarding areas of growth, goals, and specific actions.	Principal (Ramon Echeverria) Assistant Principal (Jennifer Justice) and Instructional Coaches (Mowery, Essig, Robertson, Digiacomo)
August 30 (K-2) and September 3 (3-5, Specials)	PBIS Rewards	An introduction to the PBIS Rewards Application. Questions and Answers session.	District Team (Claudia Navarro, Erika Fischer, and Malik Bailey)

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Average Daily Attendance (ADA) was 92% for K-5 for the 2021-22 school year	Student attendance has a direct impact on instruction and the proficiency of our students	Relationships	
Goal: Increase Average Daily Attendance from 92% to 95% or higher in all grade levels.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Bi-Monthly Parent Newsletter	Admin Assistant (Judy Marsiglia)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).

Start: 10/17/22 End: 12/16/22	School Messenger to remind parents/students the importance of attendance and celebrate their success.	Admin team (Jennifer Justice, Ramon Echeverria), School Counselor (Ana Iris Arce).	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Social Media: FES FB and FES PTA.	Admin Assistant (Judy Marsiglia) and/or Tech Admin (Carla Cundiff), PTA Team (Brenda Boyzo, Elizabeth Cruz).	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Marquee use to celebrate 1 st place for the week.	Administrative Assistant (Judy Marsiglia)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Attendance Bulletin Board to Celebrate 1 st , 2 nd , and 3 rd place.	Jennifer Justice (AP) and School Counselor (Ana Iris Arce).	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Attendance Proactive Letter (SM, FOCUS Messenger, FES PTA, FES FB, Marquee) to persuade parents to have students make use of the holiday break (18 days).	Admin Assistant (Judy Marsiglia) and/or Tech Admin (Carla Cundiff), PTA Team (Brenda Boyzo, Elizabeth Cruz), Secretary (Cindy Gamez), Administration.	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	New Student Enrollment Informational Packet containing attendance line and attendance procedures.	Secretary (Cindy Gamez), Administration.	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff. FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).

Start: 10/17/22 End: 12/16/22	On a monthly basis, School Counselor goes into ALL lunches and reinforce the importance of attendance and promote winners for attendance counts (bulletin boards).	School Counselor (Ana Iris Arce)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor (Ana Iris Arce). Counselor monitors ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Display daily on Marquee Attendance Line	Admin Assistant (Judy Marsiglia)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff (Judy Marsiglia and Cindy Gamez). FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	During Conference Nights Attendance Flyer will be handed out to parents, again as a reminder.	School Counselor (Ana Iris Arce), Admin Assistant (Judy Marsiglia).	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor, admin and front office staff (Judy Marsiglia and Cindy Gamez). FES will monitor ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	FES RADIO Station (Mornings Announcements) used to celebrate and amplify winners for the week.	School Counselor (Ana Iris Arce)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor (Ana Iris Arce). Counselor monitors ADA by looking at FOCUS (daily) and Power Bi App (weekly).
Start: 10/17/22 End: 12/16/22	Habitual Truancy Letter, Phone Calls and/or Attendance Contracts to those families showing concern.	School Counselor (Ana Iris Arce)	Increased percentage (from 91.4% last year/2 nd quarter) to 93% based on ADA as monitored by Power Bi App and FOCUS.	Counselor (Ana Iris Arce). Counselor monitors ADA by looking at FOCUS (daily) and Power Bi App (weekly).

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	23 out of 159 students were in the 2.0 and 16 out of 159 students were in the 2.5 Achievement Bucket for Math.	We'll have these students be part of FES Pro Camp (an after-school camp), since the State testing is this year proficiency only.	Monitoring for Understanding

	16 out of 159 students were in the 2.0 and 24 out of 159 students were in the 2.5 Achievement Bucket for ELA.	We'll have these students be part of FES Pro Camp (an after-school camp), since the State testing is this year proficiency only.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Not Applicable (N/A)		
Goal: If 70% of classes show evidence of "Monitoring for Understanding", then proficiency will increase from 48% to 55% or greater in ELA and from 54% to 65% or greater in MATH.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Students have been identified in 3-5 that scored 2.0-2.5 These students have been invited and will attend that Pro Camp (an after-school camp).	Admin Team (Ramon Echeverria, Jennifer Justice), Meaghan Digiacomio (ELA Coach)	95% or greater attendance to Pro Camp.	Meaghan Digiacomio (ELA Coach), Paula Essig (Math Coach) will monitor attendance to camp and at the end of this session, we'll reevaluate students by triangulating data. Admin Team (Ramon Echeverria, Jennifer Justice) will monitor scores within Power Bi.
Start: 10/17/22 End: 12/16/22	Charts have been created with the names of students. This chart is referenced in all coaching and data meetings, to ensure that we are closely monitoring this specific group of students. The leadership team will be able to physically identify the targeted population within the classroom setting.	Instructional coaches: Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiacomio- ELA Coach Meaghan Robertson- Science Coach Admin Team (Ramon Echeverria, Jennifer Justice)	By consistently monitoring these students, we'll see an increase in proficiency. Provide feedback to the teachers based on observations.	Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomio (ELA Coach) Meaghan Robertson (Science Coach). Monitoring scores within Power Bi and data chats and discussion during FES Collaborative Planning with doable next steps.

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Using the Impact Review Collection Tool (Digital Form) we'll continue to collect classroom data weekly. We'll provide feedback to teacher(s) in real time and/or within 48 hours to produce the necessary instructional tweaks to get better in this strategy.</p>	<p>Instructional coaches: Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiaco- ELA Coach Meaghan Robertson- Science Coach, Admin Team (Ramon Echeverria, Jennifer Justice)</p>	<p>By the next district impact review, we'll increase from 36% evident to 50% evident in the Monitoring category.</p>	<p>Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiaco- ELA Coach Meaghan Robertson- Science Coach Admin Team (Ramon Echeverria, Jennifer Justice). Leadership team using the digital tool to collect data weekly. Results of next Impact Review using the impact review tool.</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>October 31, 2022 PD geared towards Monitoring for Understanding</p>	<p>Kim Garcia (Curriculum & Instruction), Kyra Schafte (Director of Academic Compliance & Equity)</p>	<p>Teachers will embed the strategies learned during PD in daily learning lessons.</p>	<p>Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiaco- ELA Coach Meaghan Robertson- Science Coach Admin Team (Ramon Echeverria, Jennifer Justice) Discussion during FES Collaborative Planning with doable next steps.</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Weekly collaborative planning done with academic coaches/admin with a focus on monitoring strategies, and a strategy to help students monitor their own learning (ex. rubric, exemplar, visual schedule)</p>	<p>Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiaco (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice)</p>	<p>Teachers will embed the monitoring strategies planned.</p>	<p>Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiaco (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice) Observable strategies planned during planning.</p>

Start: 10/17/22 End: 12/16/22	When monitoring, give specific feedback to students and/or a visual for students to know that work has been checked and students can move on or need to be revisited (ex. stamp, colored marker, highlighter, etc.)	Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomio (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice)	Teachers will embed the monitoring strategies planned.	Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomio (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice) Observable strategies planned during planning.
Start: 10/17/22 End: 12/16/22	Weekly collaborative planning done with academic coaches/admin to scaffold as needed (ex. prepare for "early finishers" who have accurately completed their work, manipulatives as needed, white boards, impromptu small group). This will include modeling for teachers as needed, by coaches	Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomio (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice)	Teachers will embed the monitoring strategies planned.	Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomio (ELA Coach) Meaghan Robertson (Science Coach) Admin Team (Ramon Echeverria, Jennifer Justice) Observable strategies planned during planning.
Start: 10/17/22 End: 12/16/22	Students have been identified in 3-5 that scored 2.0-2.5 These students have been invited and will attend that Pro Camp (an after-school camp).	Admin Team (Ramon Echeverria, Jennifer Justice), Meaghan Digiacomio (ELA Coach)	95% or greater attendance to Pro Camp.	Meaghan Digiacomio (ELA Coach), Paula Essig (Math Coach) will monitor attendance to camp and at the end of this session, we'll reevaluate students by triangulating data. Admin Team (Ramon Echeverria, Jennifer Justice) will monitor scores within Power Bi.

Start: 10/17/22 End: 12/16/22	<p>Chart's been created with the names of students. This chart is referenced in all coaching and data meetings, to ensure that we are closely monitoring this specific group of students.</p> <p>The leadership team will be able to physically identify the targeted population within the classroom setting.</p>	<p>Instructional coaches: Paula Essig- Math Coach Jessica Mowery- ELA Coach Meghan Digiacomo- ELA Coach Meaghan Robertson- Science Coach Admin Team (Ramon Echeverria, Jennifer Justice)</p>	<p>By consistently monitoring these students, we'll see an increase in proficiency.</p> <p>Provide feedback to the teachers based on observations.</p>	<p>Paula Essig (Math Coach) Jessica Mowery (ELA Coach) Meghan Digiacomo (ELA Coach) Meaghan Robertson (Science Coach). Monitoring scores within Power Bi and data chats and discussion during FES Collaborative Planning with doable next steps.</p>
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Families are not signed up or using the FOCUS platform and other online platforms in SDIRC.	Technology and the understanding of these platforms are a barrier in the community that we serve at FES. If FES doesn't grow the technological capacity of its families, FES community will lack the connectivity not only now but also in the future as students and families move to different levels of education at the district.	Connections (networks)	
Goal: To connect/expose a minimum of 15 new families to any technology platforms used within SDIRC. For example: FOCUS, electronic lunch applications, PBIS Rewards, FES Facebook, and FES PTA Facebook. This goal will be ongoing throughout the school year.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	A parent night will be created to show parents PBIS Rewards APP.	Capable FES employees and capable student volunteers from Middle School, and High School. Arlene Espinal, Computer Lab Tech Claudia Navarro (Prevention-Intervention Specialist)	Sign in sheet and print usage report from PBIS Rewards App.	Arlene Espinal, (Computer Lab Tech), Jennifer Justice (AP), Ramon Echeverria (P), Ana Iris (Counselor), Judy Marsiglia (Adm Assistant). Print usage report from PBIS Rewards App showing participation from the community.
Start: 10/17/22 End: 12/16/22	School Messenger is used to promote the different technology platforms.	Judy Marsiglia (administrative assistant), Jennifer Justice (AP), Ramon Echeverria (P)	By increasing engagement on each technology platform.	Monitor each technology platform usage log monthly. FES FB: FOCUS: Mrs. Marsiglia PTA FES FB: Brenda B.
Start: 10/17/22 End: 12/16/22	Mustang Newsletter will display contact information to set up individual appointments.	Judy Marsiglia (administrative assistant), Jennifer Justice (AP), Ramon Echeverria (P)	FES will see an increasing in appointments.	Monitor appointments log. Arlene Espinal, Computer Lab Tech
Start: 10/12/22	FACES (Family and Community Engagement Series)	Arlene Espinal, (Computer Lab Tech), Jennifer Justice (AP), Ramon Echeverria (P), Ana Iris (Counselor)	Technology Help Desk was available during FACES.	Arlene Espinal, (Computer Lab Tech), Jennifer Justice (AP), Ramon Echeverria (P), Ana Iris (Counselor), Judy Marsiglia (Adm Assistant).
Start: 10/17/22 End: 12/16/22	Currently we have 151 parents with no FOCUS account. FES will make 5 phone calls out of 151 a week.	Arlene Espinal, (Computer Lab Tech). Cafeteria Monitors (Yadira and Lesbia)	Reduction of the 151 parent accounts.	Who: FES Principal (Ramon Echeverria), Assistant Principal (Jennifer Justice) Arlene Espinal (Computer Lab Tech), Administrative assistant (Judy Marsiglia). Pull a FOCUS Data Report of the updated verified parent account.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Gifford Middle School

School Improvement and Title I Schoolwide Program Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Gifford Middle School 0081

Principal (Last Name, First Name)

Bacon, Chadwick

Assistant Principal(s)

Ross, Latonya

Blidgen, Tisa

School Leadership Team:

Principal, Chadwick Bacon

Assistant Principal, Latonya Ross

Assistant Principal, Tisa Blidgen

Reading Coach, Susan Ridlen

Math Coach, John Schwenger

Acceleration Coordinator, Marianne Thomas

Demographics

School Type and Grades Served	Middle
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>72.8</u> %

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students <u>37%</u> Economically Disadvantaged Students <u>72.8%</u> English Language Learners <u>3.5%</u> Hispanic Students <u>20.9%</u> Multiracial Students <u>4.2%</u> Students with Disabilities <u>23%</u> White Students <u>36.3%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year 2021-22 2020-21 2019-20 2018-19 2017-18	Letter Grade (A, B, C, D, F) C N/A N/A B B	Percentage 48% N/A N/A 54% 52%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

Gifford Middle School Will Improve Student Achievement by Providing Rigor, Relevance, and Relationships to Prepare Our Students for Future College And Careers.

School Vision Statement

Gifford Middle School’s vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

School Narrative

Partnerships with:

- Crossover Mission
- Ocean Research Conservation Association
- Substance Awareness Center
- Lagoon Guardians
- Day in the Life of the Indian River Lagoon

A historical educational landmark, Gifford Middle School is a Title I STEAM with a focus on Marine Science 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.

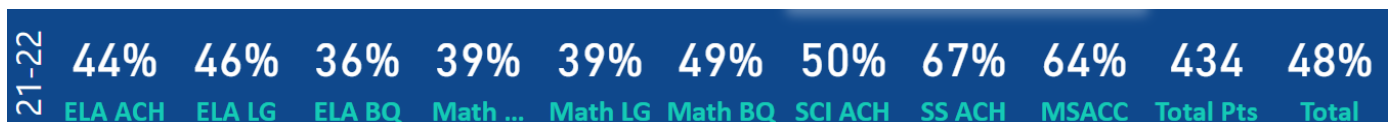
We offer:

- Marine Science High School Credit Courses
- SMART Peer Mentorship Program
- Student Council
- National Junior Honor Society
- Youth Sailing Club Marketing Essentials
- After-school tutoring program
- Spanish
- Orchestra
- Drumline
- Band
- Chorus

Comprehensive Needs Assessment

Use PBI to analyze data and determine needs.

- EWS
 - Black-37%
 - ESE-23%
 - ELL-3.5%
- School Grade Data to include FDOE data, district data, and survey data



SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn’t?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT’s) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT’s review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.

	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

- Black 38%
- Multiracial 38%
- Students with Disabilities 30%
- English Language Learners 35%

Needs Assessment Summary

Based on FSA Math Data 60% of Asian students, 81% of Black Students, and 28% of Mixed students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA Social Studies Data <90%% of Asian students, and 69% of Mixed students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA ELA Data 78% of Black students, and 62% of Hispanic students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA Science Data 78% of Black students, and 67% of Hispanic students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Black/African American 38%, Hispanic 26%, SWD 18%

The above three subgroups will need additional action steps written in the academic section of the SIP.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	Addressing the lack of follow through with relation to 3-3-3 progressive discipline plan.	78% of teacher feedback surveys indicated that the 3-3-3 systems was broken and needs to be changed.	1. Listen and Lean 1.1. We listened to the feedback and are adjusting based on teacher and student data received for the 3-3-3	
Goal: Create a progressive 3-2-1 approach (3 Lunch Detentions, 2 Wednesday Detentions, 1 Friday Detention) that decreases a lack of follow through and results in at least 80% (36 of 45) of teachers feeling supported as outlined on the End of Year Climate Survey. Incremental increases of 25% per quarter in the positive feedback as based on the Teacher Feedback Surveys				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: 8/1/22 End: 8/9/22</p>	<p>1.Design a new dress code policy and share with all stakeholders.</p> <p>2.Design a new Cell Phone “Threshold Policy” and share with all stakeholders.</p> <p>3.Design a new Restroom Procedure complete with tracking and designated vicinity’s and share with all stakeholders.</p> <p>4.Design a new 3-2-1 discipline policy to revamp the existing 3-3-3 progressive discipline policy and share with all stakeholders.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo ASPIRE Keanna Blue Coordinator Marianne Thomas</p>	<p>20% Decrease in ODR’s compared to last years data as related to student behavior.</p>	<p>Review the Discipline Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>
<p>Start: 8/9/22 End:8/9/22</p>	<p>5.Deliver to teachers to support the process of implementing the new initiatives.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	<p>Teachers completing this portion of a PD for the new 3-2-1 initiative.</p>	<p>Sign In sheet of attendance</p> <p>Principal Chadwick Bacon</p>
<p>Start: 8/9/22 End:10/10/22</p>	<p>6.Monitor for Implementation of the new policies and collect raw data that reflects the extent of implementation as related to action items 1-4 outlined above.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	<p>20% Decrease in ODR’s compared to last year’s data as related to student behavior.</p>	<p>Review the Discipline Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>

Start: 8/12, 8/19, 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14 End:10/10/22	7.Examine data collected, reflect on barriers, and adjust accordingly to push towards desired results.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo	20% Decrease in ODR's compared to last year's data as related to student behavior.	Review the Discipline Data Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo
Start: 8/9/22 End:10/10/22	8.Re-Implement the process with changes necessary based on data input for those areas not meeting desired results and provide necessary support mechanisms to address barriers.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo Teachers	A 20% reduction in ODR's compared to last years discipline data.	Use the Discipline Data to drive supports. Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo
Start: 8/9/22 End:10/10/22	9.Repeat steps 6-7-8 and continue cycle until desired outcome is achieved and then continue to monitor and support implementation to ensure sustainability.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo	A 20% reduction in ODR's compared to last year's discipline data.	Provide Support if the Discipline Data supports Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo
Start: 10/10/22 End:10/10/22	Implement a Quarterly Teacher Feedback Survey	Principal Chadwick Bacon	25% (12) of the desired end of year outcome of 80% (36) expressing that they feel supported as identified in the Quarterly Teacher Feedback Survey.	Principal Chadwick Bacon Quarterly Teacher Feedback Survey

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
Academics - Significant Data Findings	Math Achievement 39%	10% Lower than the districts middle school Math Achievement Average. 1/5 of the overall school grade	1. Collaborative Planning 1.1. Standards based instruction 1.2. Student Engagement 1.3. Formative Assessments	
Academics - Significant Data Findings	ELA Achievement 44%	1/5 of the overall school grade		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		<ul style="list-style-type: none"> • Black 38% • Multiracial 38% • Students with Disabilities 30% • English Language Learners 		
Goal: By implementing collaborative planning measures, administration will see Similar Lessons and Tasks being implemented within the same content or grade level based on Impact Walk data of 80% evident.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 10/10/22	<ol style="list-style-type: none"> 1. Explain the expectation. 2. Establish a collaborative planning department schedule. 3. Establish Collaborative Planning Norms. 	Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) ALL Staff	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. 	Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) Initial Implementation steps being evident in mtgs

<p>Start: Week of 8/22/22 End: 8/26/22</p>	<p>4. Attend collaborative planning mtg and deliver the template to be crafted by all members.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) ALL Staff</p>	<ul style="list-style-type: none"> • Adoption of collaborative planning process. 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Initial Implementation steps being evident in mtgs</p>
<p>Start: 8/29/22 End: 9/3/22</p>	<p>5. Admin attend the collaborative planning meetings to see implementation of the department crafted Collaborative Planning Forms.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p>	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. • Evidence of data-based decisions using state, district, and classroom assessments • Support for students in ESSA subgroups 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks.</p>

<p>Start: 9/6/22 End:10/10/22</p>	<p>6. Admin attend the collaborative planning meetings to see implementation of the Collaborative Planning process.</p> <p>7. Monitor process and refine steps as needed.</p> <p>8. Provide ongoing feedback to the departments as needed.</p> <p>9. Conduct data chats during planning to ensure student needs are being met in the different subgroups.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p>	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. • Evidence of data-based decisions using state, district, and classroom assessments • Support for students in ESSA subgroups 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks.</p>
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	21_22 Parent Climate Survey Data indicated that they would like opportunities for the parents and community to be more involved in their children's school.	Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."	Connections
Goal: Develop at least 1 opportunity for the parents and community to be involved in the school during the first 9 weeks of the school year via parent and community engagement event.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 8/9/22	1-Develop the school's calendar of events. 2-Identify Community Partnerships 3-Design the Parental Involvement Plan (PFEP).	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Cordinator Marianne Thomas Success Coach Jim Russo	We will hold 1 Family Engagement event in the first 9 weeks	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Artifacts Sign In Sheets
Start: 9/14/22 End:9/14/22	Hold family engagement event.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen	Have parents and community partners participate in the event. <ul style="list-style-type: none"> • TCGC • Trio (IRSC) 	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Sign in Sheets
Start: 10/6/22 End:10/6/22	Hold family engagement event.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen	Have parents and community partners participate in the engagement event during the 2 nd 9 weeks.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Sign in Sheets

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	DAARP Training	Train the staff on the Emergency Procedures that will be in place at the school.	Chadwick Bacon
8/3/22	School State of the Union	Data Review and Goal Setting	Chadwick Bacon
8/3/22	School SIP	Cover the goals set forth in the schools School Improvement Plan <ul style="list-style-type: none"> • Academics • Procedural • Community Engagement 	Chadwick Bacon
8/3/22	Cell Phone Policy	Discuss and disseminate the new policy	Chadwick Bacon
8/3/22	Dress code policy	Discuss and disseminate the new policy	Chadwick Bacon
8/3/22	Senate Bill 1467	Share the district created PowerPoint verbatim	Chadwick Bacon
8/3/22	Senate Bill 1557	Share the district created PowerPoint verbatim	Chadwick Bacon
8/3/22	Remind	Cover the district adopted mass communication App	Chadwick Bacon
8/3/22	PBIS	Cover the district adopted PBIS awards App	Chadwick Bacon
8/22/22	PBIS Tier I PD	Train teachers on the Tier I fundamentals of PBIS	Claudio Navaro
8/3/22	Evaluations	Rough overview of the process, timelines, expectations, who will be their evaluator breakdown.	Chadwick Bacon
8/3/22	3-2-1 Behavioral Plan	Explain the new procedures for a progressive Discipline Plan	Latonya Ross
8/3/22	ASPIRE Overview	Explaining what ASPIRE is and how it will work	Tisa Blidgen

8/3/22	Bathroom Pass Procedure	Color Coded Process will ensure/ confirm that students are in the correct building based on classroom location.	Latonya Ross
8/3/22	10-Day Count Procedures	Cover the process for Coding students	Tisa Blidgen
8/3/22	Ground Duty	Cover the duration, Location, and role of the teacher when they are in their designated duty location	Latonya Ross

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Addressing end of Q1 Feedback Survey Data with relation to the new 3-2-1 progressive discipline plan.	68% of teacher feedback surveys indicated that the 3-2-1 systems is working and an improvement from the previous years 3-3-3 plan	2. Listen and Lean We listened to the feedback and are adjusting based on teacher and student data received for the 3-2-1	
Goal: Monitor the progressive 3-2-1 approach (3 Lunch Detentions, 2 Wednesday Detentions, 1 Friday Aspire) that decreases a lack of follow through and results in at least 80% (36 of 45) of teachers feeling supported as outlined on the End of Year Climate Survey. Incremental increases of 25% (11 of 45) per quarter in positive feedback as based on the Teacher Feedback Surveys is expected.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

<p>Start: 10/17/22 End: 10/17/22</p>	<p>1. Monitor Implementation of the new policies and collect raw data that reflects the extent of implementation as related to action items 1-4 outlined in Q1 Implementation Steps at the end of Q1 (10/17/22).</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	<p>Expected evidence for Q2 is to see at least 22 of 45 (50%) teachers express that the new 3-2-1 system is working and that they feel supported. This is in addition to the 11 of 45 (25%) for Q1 expressing the new 3-2-1 system is working and that they feel supported.</p> <p>20% Decrease in ODR's compared to last year's data as related to student behavior during the duration of the 2nd quarter.</p>	<p>Review the Feedback Survey Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>2. Examine data collected, reflect on barriers, and adjust accordingly to push towards desired results.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	<p>Expected evidence for Q2 is to see at least 22 of 45 (50%) teachers express that the new 3-2-1 system is working and that they feel supported. This is in addition to the 11 of 45 (25%) for Q1 expressing the new 3-2-1 system is working and that they feel supported.</p> <p>20% Decrease in ODR's compared to last year's data as related to student behavior during the duration of the 2nd quarter.</p>	<p>Review the Feedback Survey Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>

<p>Start: 10/17/22 End: 12/16/22</p>	<p>3.Re-Implement the process with changes necessary based on data input for those areas not meeting desired results and provide necessary support mechanisms to address barriers.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo Teachers</p>	<p>Expected evidence for Q2 is to see at least 22 of 45 (50%) teachers express that the new 3-2-1 system is working and that they feel supported. This is in addition to the 11 of 45 (25%) for Q1 expressing the new 3-2-1 system is working and that they feel supported.</p> <p>20% Decrease in ODR's compared to last year's data as related to student behavior during the duration of the 2nd quarter.</p>	<p>Use the Feedback Survey Data to drive changes if necessary</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>4.Repeat steps 1-2-3 and continue cycle until desired outcome is achieved and then continue to monitor and support implementation to ensure sustainability.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	<p>Expected evidence for Q2 is to see at least 22 of 45 (50%) teachers express that the new 3-2-1 system is working and that they feel supported. This is in addition to the 11 of 45 (25%) for Q1 expressing the new 3-2-1 system is working and that they feel supported.</p> <p>20% Decrease in ODR's compared to last year's data as related to student behavior during the duration of the 2nd quarter.</p>	<p>Use the Feedback Survey Data to drive changes if necessary</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>
<p>Start: 12/16/22 End: 12/16/22</p>	<p>5. Implement a Quarterly Teacher Feedback Survey</p>	<p>Principal Chadwick Bacon</p>	<p>At least 34 of 45 (75%) teachers express that the new 3-2-1 system is working and that they feel supported.</p> <p>20% Decrease in ODR's compared to last year's data as related to student behavior during the duration of the 2nd quarter.</p>	<p>Principal Chadwick Bacon Quarterly Teacher Feedback Survey</p>

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	Math Achievement 39%	10% Lower than the districts middle school Math Achievement Average.	2. Collaborative Planning 2.1. Standards based instruction 2.2. Student Engagement 2.3. Formative Assessments	
		1/5 of the overall school grade		
Academics - Significant Data Findings	ELA Achievement 44%	1/5 of the overall school grade		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		<ul style="list-style-type: none"> Black 38% Multiracial 38% Students with Disabilities 30% English Language Learners 		
Goal: By implementing collaborative planning measures, administration will see Similar Lessons and Tasks being implemented within the same content or grade level based on Impact Walk data of 80% evident.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>

<p>Start: 10/17/22 End: 12/16/22</p>	<p>1. Re-Explain the expectation at department mtgs. 2. Follow the established collaborative planning department schedule. 3. Follow established Collaborative Planning Norms. 4. Ensure that During collaborative planning meetings that formative assessments are developed to monitor the daily learning target. 5. Teachers will use number lines and anchor charts in math. 6. Teachers will use timers in math and science to help pace lessons.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) ALL Staff</p>	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials, formative assessments, daily learning targets, and curriculum maps. • During walks administration will see evidence of Math Teachers using number lines and anchor charts. • During walks the administration team will see evidence of Math and Science Teachers using timers in math and science to help pace lessons 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Full Implementation steps being evident in mtgs</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>7. Attend collaborative planning mtg and monitor.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) ALL Staff</p>	<ul style="list-style-type: none"> • Implementation of collaborative planning process. 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Implementation steps being evident in mtgs</p>

<p>Start: 10/17/22 End: 12/16/22</p>	<p>8.Admin attend the collaborative planning meetings to see implementation of the department crafted Collaborative Planning Forms. 9. Ensure that formative assessments are developed to monitor the daily learning target.</p>	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p>	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. • Evidence of data-based decisions using state, district, and classroom assessments • During walks administration will see evidence of Math Teachers 	<p>Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)</p> <p>Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks.</p>
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Start: 10/17/22 End: 12/16/22	10.Admin attend the collaborative planning meetings to see implementation of the Collaborative Planning process. 11.Monitor process and refine steps as needed. 12.Provide ongoing feedback to the departments as needed. 13.Conduct data chats during planning to ensure student needs are being met in the different subgroups.	Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading)	<ul style="list-style-type: none"> • Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. • Evidence of data-based decisions using state, district, and classroom assessments • Support for students in ESSA subgroups 	Principal Chadwick Bacon (Math/Science) AP Latonya Ross (SS/Electives) AP Tisa Blidgen (ELA/Reading) Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks.
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	21_22 Parent Climate Survey Data indicated that they would like opportunities for the parents and community to be more involved in their children's school.	Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.	Connections	
Goal: Develop at least 2 opportunities for the parents and community to be involved in the school during the second 9 weeks of the school year via parent and community engagement event.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 –	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)

Dec. 16, 2022		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
Start: 10/17/22 End: 12/16/22	1 the school's calendar of events. 2-Identify Community Partnerships 3-Design the Parental Involvement Plan (PFEP).	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Coordinator Marianne Thomas Success Coach Jim Russo	We will hold 2 Family Engagement events in the second 9 weeks	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Artifacts Sign In Sheets
Start: 10/17/22 End: 12/16/22	3.Hold family engagement event.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen	Have parents, students, and staff work together on the school campus to beautify it.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Sign in Sheets
Start: 10/10/22 End: 10/10/22	4.Pre-Planning for family engagement event during 2 nd quarter.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen	Have an agenda from the mtg to brainstorm the date and setting of the upcoming engagement events.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Sign in Sheets
Start: 10/24/22 End: 10/24/22	5. Family Engagement Event at our schools PTA mtg.	Principal Chadwick Bacon AP Tisa Blidgen	Have Sac members and staff work together on the PFEP as it relates to "Building Capacity" for future family events.	Principal Chadwick Bacon AP Tisa Blidgen

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Glendale Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Glendale Elementary School 0201

Principal (Last Name, First Name)

Flores, Casandra

Assistant Principal(s)

Castillo, Chelsea

School Leadership Team:

Principal, Cassandra Flores

Assistant Principal, Chelsea Castillo

Literacy Coach, Danielle McCabe

Literacy Coach, Patricia Poysell

Math Coach, Karen Hunt

Interventionist, Jaime Coleman

Demographics

School Type and Grades Served	Elementary, K-5
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>67%</u>
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>30%</u> Economically Disadvantaged Students <u>46%</u> English Language Learners <u>51%</u> Hispanic Students <u>43%</u>

	Multiracial Students <u>55%</u> Students with Disabilities <u>40%</u> White Students <u>53%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	48%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	57%
	2017-18	C	51%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 Vision Statement

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 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
 - Mardy Fish Art Club

Chorus
 Safety Patrols
 TV Production Studio

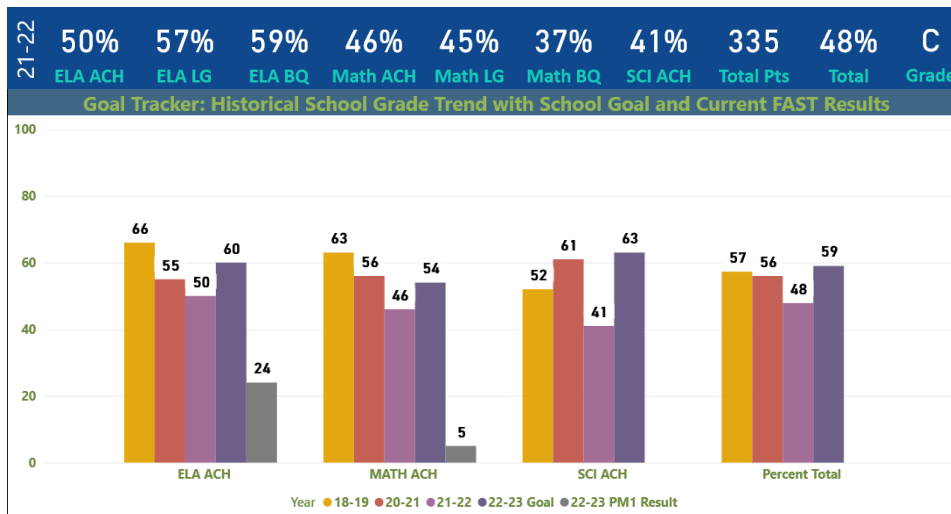
Community Partnerships with:
 The Environmental Learning Center
 Audubon Group
 Vero Beach Museum of Art
 Ocean Research and Conservation Association
 Harbor Branch
 PBIS Model School
 Gator Express

Comprehensive Needs Assessment

- EWS

and will update on a nightly basis.

Early Warning Indicators by Grade Level													
Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
PK	18	1	5.56%							1	5.56%		
KG	52	8	15.38%							8	15.38%		
01	83	26	31.33%							26	31.33%		
02	83	24	28.92%	2	2.41%					26	31.33%		
03	82	20	24.39%			2	2.44%	13	15.85%	29	35.37%	5	6%
04	61	17	27.87%					27	44.26%	35	57.38%	9	15%
05	73	18	24.66%			2	2.74%	28	38.36%	36	49.32%	12	16%
Total	452	114	25.22%	2	0.44%	4	0.88%	68	15.04%	161	35.62%	26	6%



SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relignite

	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT’s review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT’s will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Black/African American 38%, Hispanic 26%, SWD 18%

The above three subgroups will need additional action steps written in the academic section of the SIP.

Needs Assessment Summary

Based on FSA data, ELA scores fell at 50%, and math fell at 46%, indicating a need for additional support for students on the threshold of proficiency. Our science scores fell at 41% overall, also showing a need for increased supports to move students to proficiency.

ELA results with ESSA groups falling below 41% = Black/African American – 22%, ESE – 30%

Math results with ESSA groups falling below 41% = Black/African American – 23%, ESE – 24%

Science results with ESSA groups falling below 41% = Black/African American – 28%, Hispanic – 36%, ED – 41%

The above subgroups will need additional action steps written in the academic section of the SIP.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
School Culture Significant Data Findings – SLT’s will discuss	End-of-year data shows staff attendance at 94% last year. With 17 staff members falling in the red with attendance below 93%.	If teachers and staff are not on campus, then instruction and school operations are not working up to its potential. This also causes a sense of instability for both students and parents, and they begin to doubt the effectiveness of the school and impact of the instruction taking place. Frequent absences create extra stress on staff and help to bring down school morale overall.	Environment - <i>Consistent and clear expectations</i> - <i>Mutual Accountability</i> - <i>Engagement of staff and students</i> - <i>Safety</i>
	End of year data shows student attendance at 91.2% with our Black/African American and Hispanic subgroups showing the lowest attendance at 89.3% for Black and 89.7% for Hispanic. Fridays are the day with the least attendance.	If students are not in school, they are missing instruction and assessment. This correlates to what we see with our black/African American subgroup showing the lowest scores in proficiency in both reading and math on FSA.	
	Discipline data from last year on Power BI shows 161 referrals for the school year with a total of 50 students accruing these referrals, this would be 31% of our students receiving referrals, with 65% of those being from our Black/African American subgroup.	When discipline referrals are up frustration in teachers, students and parents increases and attendance decreases. By addressing discipline concerns we will see an increase in attendance.	

Goal: To increase academic achievement for all students, our school will focus on environment with clear and consistent expectations and increased engagement opportunities that will lead to attendance increasing to 95% for all teachers, staff, and students; this will improve attendance and academic performance for all students including those in our ESSA subgroups (black/African American and SWD).

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/11/22 End: 8/23/22	Reach out to all no-shows during 10-day count.	Sally Serra- Secretary Chelsea Castillo - AP Casandra Flores – Principal Teachers	Records of contact in Focus. Decrease in number of no-shows on the report each day.	Note contact in focus. Track no-show numbers. Holden, Flores, Serra, Castillo
Start: First meeting August 4 th Second meeting Sept. 7 th . Meetings will continue monthly End: 5/2023	Meet with the attendance committee to review which students were on our attendance concerns list last year and what has been done up to this point.	Castillo- AP Flores – Principal Micki Field- Guidance Counselor Sally Serra - secretary	Calendar date of first attendance committee meeting noted in outlook. Meeting notes.	Chelsea Castillo – AP Outlook events. Meeting notes. Attendance letters.
Start: Aug. 2022 End: Oct. 2022 First meeting Aug. 4 th , second meeting Sept. 7 th . Monthly All meetings are scheduled already in July for this year.	Schedule monthly attendance committee meetings. Monitor attendance of students and follow steps for addressing concerns. (Letters, meetings, referral to student services)	Casandra Flores – Principal Chelsea Castillo – AP Jeralynne Russell – Administrative Assistant	Calendar dates noted on Outlook	Chelsea Castillo – AP Casandra Flores – Principal Jeralynne Russell – Admin. Assistant Outlook events.

Start: Sept. 2022 will start with attendance awareness month Sept. 1 st . End: Oct. 2022 Monthly	Set attendance initiatives in place for students. Have guidance counselor run and develop incentives for students.	Castillo- AP Flores – Principal Micki Field- Guidance Counselor	Attendance Initiative flyer sent out to all staff and students/families. Incentives and dates they are rewarded marked on outlook calendar and school calendar.	Castillo- AP Flores – Principal Micki Field- Guidance Counselor Outlook events. Flyer with info on attendance initiative and incentives.
Start: 8/2022 End: 10/2022 Monthly	Set attendance initiatives in place for staff/teachers, have assistant principal develop incentives and monitor attendance, then share with principal for follow up.	Castillo- AP Flores – Principal	Attendance Initiative flyer sent out to all staff. (Weekly staff newsletter) Incentives and dates they are rewarded marked on outlook calendar.	Castillo- AP Flores – Principal Outlook events. Flyer/newsletter notes about attendance initiative and incentives.
Start: 8/2022 End: 9/2022	Review attendance letters given to teachers/staff at end of last school year, remind them of attendance expectations.	C. Flores – Principal C. Castillo – AP	Attendance letters on file in principal's office. Attendance expectations reviewed at preplanning. (Noted in agenda/power point) As leave requests come in speak with individuals where there was a prior concern and remind them of expectations. (Keep notes of these meetings)	C. Flores – Principal C. Castillo – AP Meeting notes. Attendance letters.
Start: 8/3/22 End: 8/2022 Done in preplanning and STAR meetings.	Remind all staff of attendance expectations and leave processes.	C. Flores - Principal C. Castillo – AP	Noted in staff handbook. Power point from preplanning. Notes from STAR/new teacher meeting.	C. Flores - Principal C. Castillo – AP Staff handbook
Start: 8/3/22 End: 8/2022 Done in preplanning	Review expectations for sub plans with all teachers.	C. Flores - Principal C. Castillo – AP	Staff handbook	C. Flores - Principal C. Castillo – AP Staff handbook.

Start: 9/2022 End: 10/2022 Monthly	Include notes about attendance and the importance of attending school for families in the parent newsletter and on PBIS Rewards.	C. Castillo – AP	Parent newsletters.	C. Castillo – AP Parent newsletters.
Start: 9/2022 End: 10/2022	Increase the activities that students (and teachers) want to participate in to increase attendance. (Increase extended learning and club options.)	C. Flores – Principal C. Castillo – AP J. Coleman – Interventionist Coaches (Hunt, McCabe, and Poysell) Teachers	Flyers announcing the activities. Monthly newsletter. Attendance to note participation in the activities. Photos, notes, and agendas for events.	C. Flores – Principal C. Castillo – AP J. Coleman – Interventionist Coaches (Hunt, McCabe, and Poysell) Teachers Attendance in activities. Flyers about activities. Notification in newsletter about activities.
Start: 8/2022 End: 10/2022 First event Aug. 26 th Second Sept. 16 th Third Oct. 21 st	Implement monthly PBIS events and schedule on Fridays or Mondays to encourage attendance and decrease discipline by reinforcing positive behavior.	C. Flores – Principal C. Castillo – AP PBIS committee members Teachers	Flyers announcing the activities. Monthly newsletter. Attendance to note participation in the activities. Photos, notes, and agendas for events. PBIS committee meeting notes.	C. Flores – Principal C. Castillo – AP PBIS committee members. Attendance in activities. Flyers about activities. Notification in newsletter about activities.

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
Academics - Significant Data Findings	ELA - FSA data shows that only 50% of our students achieved proficiency in reading. (57% of students scoring at 2.5 level the prior year stayed at this level, this shows a need to provide additional support to move them up to level 3 or above and meet proficiency of standards.)	This data shows that half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at supplemental tier 1 supports and small group instruction to help fill in any gaps causing students to miss proficiency.	Monitoring <ul style="list-style-type: none"> - Formative assessment - Revision of plans and instruction based on this formative assessment to meet the current needs of students. - Timely feedback to students to improve student understanding.

Academics - Significant Data Findings	Math - FSA data shows that only 46% of our students reached proficiency in math. (81% of students scoring at 2.5 level the prior year stayed at this level, shows a need to provide strong tier 1 instruction as well as additional supports to get students making growth and reaching mastery.)	This data shows that more than half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.	- Monitoring as evidenced in the lesson plans.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELA results with ESSA groups falling below 41% = Black/African American – 22%, ESE – 30% Math results with ESSA groups falling below 41% = Black/African American – 23%, ESE – 24% Science results with ESSA groups falling below 41% = Black/African American – 28%, Hispanic – 36%, ED – 41%		
Goal: To increase the achievement level of all students, our school will focus on monitoring strategies in the classroom. Monitoring through formative assessment will be evident in 75% of classrooms and resource rooms when walkthroughs occur. By doing this all students, including ESSA deficient groups (Black/African American and ESE) in math and ELA will increase proficiency.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: Aug. 2022 Done at preplanning Initiated review at retreat in July.	Review data and goals with all teachers. (Math and ELA)	Administration C. Flores – Principal C. Castillo – AP Instructional coaches	All staff know the goals and why we are focusing on those areas. Goal sheet added on to agendas of all grade chair meetings. Goals noted in the weekly staff newsletter.	Admin- Pre-planning C. Flores – Principal C. Castillo – AP Power point and agenda
Start: 8/2022 End: 10/2022 To be checked at Weekly Collaborative planning meetings.	Look at collaborative planning norms and agenda templates - note area to record monitoring strategies being implemented each week.	C. Flores – Principal C. Castillo – AP Coaches – McCabe, Poysell, Hunt Interventionist – Coleman Grade Chairs	Evidence on collaborative planning form and heard in planning discussions. Notes from collaborative planning sessions.	Administration and Coaches Observe collaborative planning (notes from planning) Agendas from planning Lesson plans indicating monitoring strategies.

Start: 8/2022 During weekly collaborative planning meetings. New strategies every 3 weeks. End: 10/2022	Provide professional development on monitoring strategies, during planning meetings every 3 weeks. Allowing time for practice and reflection. Each teacher must be intentional in their plans as to how this relates to our ESSA subgroups, in all subject areas.	Instructional coaches McCabe, Poysell, Hunt Interventionist Coleman Administration Flores, Castillo	Agendas, Notes from PD Photos, documents from PD sessions. This month PD during planning has focused on using clipboard and checklist sheet that goes along with the key points/skills in the unit in Amplify to track student progress.	Coaches Administration Collect agendas, power points, handouts, and notes from PD sessions.
Start: 9/2022 End: 10/2022 Every 2 weeks	Conduct trend walks – Monitor teachers during instruction to see if monitoring strategies are being used. Share data in weekly newsletter.	Administration Flores Castillo McCabe Poysell Hunt	Trend walk data and notes - share in weekly newsletter (overall data) Send specific notes to individual teachers.	Administration Collect data and notes
Start: Sept. 2022 End: Oct. 2022 Monthly reviews of plans. Listen to discussion of plans at weekly grade level meetings.	Conduct lesson plan checks - look for notes showing when and how monitoring strategies are being used and how instruction is being adjusted based on this monitoring.	Administration Flores Castillo McCabe Poysell Hunt	Lesson plan check notes and feedback notes to teachers. A few sample copies of lesson plans with monitoring strategies noted in them.	Administration Lesson plan check notes and feedback notes to teachers.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	According to PowerBI only a quarter of our families responded to the parent survey. With the survey data we see a concern in communication with 4.18 being the lowest score on the parent responses. Academics is the second lowest with 4.22 and notes related to enrichment and advanced courses being a concern.	We chose this area to help us increase our parent and community engagement by addressing their concerns of communication and understanding academic resources available to their students. We want to increase parent knowledge of what their child should know and ways to support their students at home.	Capabilities -understand how to be involved - understand communication being sent home (and methods of communication) -understand students progression plan and academic services

		We want to increase the schools' methods of reaching out to the community and families to build relationships and extend learning opportunities for our families.	
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Goal:

We will improve parent/family capabilities by increasing availability of resources and activities that families can use at home to enhance their children’s learning that are directly tied to current learning at school. We will provide a quarterly learning opportunity for families to participate in, this will improve the overall participation in school events including this year's parent survey. Our end of year goal is to have 50% of our parents complete the survey and to see our ratings in the two indicated areas increase. We will also see an increase in the amount of parent participation in school events this school year. Our quarter 1 goal this year is to have at least 2 parent activities for families to attend with at least one of them providing a learning opportunity. This would be an increase from one in quarter one in the 2021-2022 school year.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 9/2022 End: 4/2023 As scheduled by each grade level.	Grade level curriculum nights.	Grade Chairs Administration Flores, Castillo Instructional coaches	Agendas, power points, flyers sent to families announcing the event. Feedback surveys from the event.	Grade Chairs Administration Surveys Agendas Notes
Start: 9/15/22 End: 9/15/22	Scavenger hunt at open house with resources that are available to families to support learning.	Instructional Coaches McCabe, Poysell, Hunt	Scavenger Hunt copies Parent feedback surveys	Instructional coaches Collect surveys Document copy of scavenger hunt
Start: 9/2022 End: Open throughout the year, until May 2023	Open parent resource room on campus.	Administration Flores, Castillo Instructional Coaches	Flyer announcing parent resource room opening. Sign in sheets to show use of resource room Photos, feedback surveys	Administration Instructional Coaches Collect sign in sheets, Photos of room in use, and surveys from parents. S. Serra – Visitor sign in sheets.

Start: 10/2022 End: 5/2023	Provide quarterly parent trainings with a focus on supporting learning at home. (Ex: math games, fluency practice, reading challenges, science fair night)	Administration Castillo and Flores Coaches McCabe, Poysell, Hunt and Grade Chairs	Flyers sent home to announce events. Presentations from events, Sign in sheets.	Administration Coaches Document event through photos and feedback surveys. Sign in sheets to show participation. Copies from presentation and parent activities.
Start: 9/2022 End: 5/2023	Increase extended learning opportunities for students that include community business partners. Invite parents in to observe these programs.	Administration Castillo and Flores Coaches McCabe, Poysell, Hunt Interventionist Coleman Teachers running groups	Documentation of what activities are available noted in newsletters. (staff and parent) Attendance logs Feedback surveys Photos and artifacts from activities	Administration Coaches Interventionist Teachers running groups Collect: Documentation of what activities. Attendance logs Feedback surveys Photos and artifacts from activities.
Start: 9/2023 End: Opportunities open all year. Letter going to parents will be sent in Sept. and Oct. newsletters.	Create a list of ways parents can volunteer on campus.	C. Castillo F. Flores Instructional Coaches Grade Chairs	Newsletter showing information sent to families. Track volunteers through front office, see if this increases during the year.	C. Castillo Document info shared in newsletter S. Serra – volunteer sign in sheets
Start: Sept/Oct 2022 End: Send out in first nine weeks and third nine weeks.	Create a survey for parents to determine what types of learning opportunities they would like to participate in to learn how to support their children.	Administration Castillo and Flores Instructional coaches	Copy of the parent survey Survey results recorded and data analyzed.	Admin and coaches Data from survey results.
Start: 9/2022 End: 5/2023 Newsletter will go our for September and October in Q1.	Utilize newsletter and PBIS rewards to regularly communicate parent and student opportunities to get involved at the school.	Administration Flores and Castillo	Copies of newsletters sent out and PBIS rewards messaging documentation in the app.	Administration Keep copies of newsletters. Records of PBIS rewards communication.

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
Aug. 2022 Week of Aug. 1 st	Preplanning PD	Share Data findings and SIP goals	Administration
Aug. 2022 Aug. 16 th Aug. 22 nd during planning periods.	Collaborative Planning Meetings	Share and implement collaborative planning processes with identified focus areas included (monitoring/formative assessment).	Administration and coaches
Aug. 2022 (Aug. 22 nd 6pm)	Share school data and SIP with SAC team	Share school data and SIP with School Advisory Council will review again in Sept. with any revisions.	Administration SAC chair

Posted August 8 th , 2022	Goal board – Includes SIP goals	Post SIP goals on our goal board in office, keeps everyone focused with our priorities and how everything ties together. Will update once all action steps are approved from SAC and district with final (updated SIP for Quarter 1)	Administration Coaches Teachers
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Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	End-of-year data shows staff attendance at 94% last year. With 17 staff members falling in the red with attendance below 93%.	If teachers and staff are not on campus, then instruction and school operations are not working up to its potential. This also causes a sense of instability for both students and parents, and they begin to doubt the effectiveness of the school and impact of the instruction taking place. Frequent absences create extra stress on staff and help to bring down school morale overall.	Environment - <i>Consistent and clear expectations</i> - <i>Mutual Accountability</i> - <i>Engagement of staff and students</i> - <i>Safety</i>

<p>End of year data shows student attendance at 91.2% with our Black/African American and Hispanic subgroups showing the lowest attendance at 89.3% for Black and 89.7% for Hispanic. Fridays are the day with the least attendance.</p>	<p>If students are not in school, they are missing instruction and assessment. This correlates to what we see with our black/African American subgroup showing the lowest scores in proficiency in both reading and math on FSA.</p>
<p>Discipline data from last year on Power BI shows 161 referrals for the school year with a total of 50 students accruing these referrals, this would be 31% of our students receiving referrals, with 65% of those being from our Black/African American subgroup.</p>	<p>When discipline referrals are up frustration in teachers, students and parents increases and attendance decreases. By addressing discipline concerns we will see an increase in attendance.</p>

Goal: To increase academic achievement for all students, our school will focus on environment with clear and consistent expectations and increased engagement opportunities that will lead to attendance increasing to 95% for all teachers, staff, and students; this will improve attendance and academic performance for all students including those in our ESSA subgroups (black/African American and SWD).

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Continue monthly attendance committee meetings. Monitor attendance of students and follow steps for addressing concerns. (Letters, meetings, referral to student services)	Casandra Flores – Principal Chelsea Castillo – AP Jeralynne Russell – Administrative Assistant	Calendar dates noted on Outlook. Parent letters are sent and appropriately documented in Focus when letters are sent out.	Chelsea Castillo – AP Casandra Flores – Principal Jeralynne Russell – Admin. Assistant Outlook events.
Start: 10/17/22 End: 12/16/22	Set attendance initiatives in place for students. Have guidance counselor run and develop incentives for students. Current next step: Create a visual display in the cafeteria to display each grade levels ADA for the week so that students can see how they are doing compared to the other grade levels.	Castillo- AP Flores – Principal Micki Field- Guidance Counselor	Attendance Initiative flyer sent out to all staff and students/families. Incentives and dates they are rewarded marked on outlook calendar and school calendar. Cafeteria display is created and updated each Monday with the previous week’s ADA for each grade level.	Castillo- AP Flores – Principal Micki Field- Guidance Counselor Outlook events. Flyer with info on attendance initiative and incentives.

Start: 10/17/22 End: 12/16/22	Continue implementation of attendance initiatives in place for staff/teachers, have assistant principal provide incentives and continuously monitor attendance, then share with principal for follow up.	Castillo- AP Flores – Principal	Attendance Initiative flyer sent out to all staff. (Weekly staff newsletter) Incentives and dates they are rewarded marked on outlook calendar.	Castillo- AP Flores – Principal Outlook events. Flyer/newsletter notes about attendance initiative and incentives.
Start: 10/17/22 End: 12/16/22	Review attendance letters given to teachers/staff at end of last school year, remind them of attendance expectations.	C. Flores – Principal C. Castillo – AP	Attendance letters on file in principal’s office. Attendance expectations reviewed at preplanning. (Noted in agenda/power point) As leave requests come in speak with individuals where there was a prior concern and remind them of expectations. (Keep notes of these meetings)	C. Flores – Principal C. Castillo – AP Meeting notes. Attendance letters.
Start: 10/17/22 End: 12/16/22	Remind all staff of attendance expectations and leave processes.	C. Flores - Principal C. Castillo – AP	Noted in staff handbook. Power point from preplanning. Notes from STAR/new teacher meeting.	C. Flores - Principal C. Castillo – AP Staff handbook
Start: 10/17/22 End: 12/16/22	Review expectations for sub plans with all teachers.	C. Flores - Principal C. Castillo – AP	Staff handbook	C. Flores - Principal C. Castillo – AP Staff handbook.
Start: 10/17/22 End: 12/16/22	Include information about attendance and the importance of attending school for families in the monthly parent newsletter and on PBIS Rewards.	C. Castillo – AP	Parent newsletters.	C. Castillo – AP Parent newsletters.

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Increase the activities that students (and teachers) want to participate in to increase attendance. (Increase extended learning and club options.)</p> <p>Current Next Steps: Begin Moonshot Academy (2nd & 3rd) and Glendale U (3rd – 5th)</p>	<p>C. Flores – Principal C. Castillo – AP J. Coleman – Interventionist Coaches (Hunt, McCabe, and Poysell) Teachers</p>	<p>Flyers announcing the activities. Monthly newsletter. Attendance to note participation in the activities. Photos, notes, and agendas for events.</p>	<p>C. Flores – Principal C. Castillo – AP J. Coleman – Interventionist Coaches (Hunt, McCabe, and Poysell) Teachers</p> <p>Attendance in activities. Flyers about activities. Notification in newsletter about activities.</p>
<p>Start: 10/17/22 End: 12/16/22</p>	<p>Continue implementation of monthly PBIS events and schedule on Fridays or Mondays to encourage attendance and decrease discipline by reinforcing positive behavior.</p> <p>Current next steps: Begin cafeteria PBIS system of earning gator tracks for exhibiting our PBIS expectations daily in the cafeteria. Tracking gator tracks with a chart visible to all students in the cafeteria. Classes with most gator tracks at end of month are earning movie in the multipurpose room for lunch with Miss Castillo.</p>	<p>C. Flores – Principal C. Castillo – AP PBIS committee members Teachers</p>	<p>Flyers announcing the activities. Monthly newsletter. Attendance to note participation in the activities. Photos, notes, and agendas for events. PBIS committee meeting notes. Reduced discipline issues to due cafeteria incidents.</p>	<p>C. Flores – Principal C. Castillo – AP PBIS committee members.</p> <p>Attendance in activities. Flyers about activities. Notification in newsletter about activities.</p>

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	ELA - FSA data shows that only 50% of our students achieved proficiency in reading. (57% of students scoring at 2.5 level the prior year stayed at this level, this shows a need to provide additional support to move them up to level 3 or above and meet proficiency of standards.)	This data shows that half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at supplemental tier 1 supports and small group instruction to help fill in any gaps causing students to miss proficiency.	Monitoring <ul style="list-style-type: none"> Formative assessment Revision of plans and instruction based on this formative assessment to meet the current needs of students. Timely feedback to students to improve student understanding. Monitoring as evidenced in the lesson plans. 	
Academics - Significant Data Findings	Math - FSA data shows that only 46% of our students reached proficiency in math. (81% of students scoring at 2.5 level the prior year stayed at this level, shows a need to provide strong tier 1 instruction as well as additional supports to get students making growth and reaching mastery.)	This data shows that more than half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELA results with ESSA groups falling below 41% = Black/African American – 22%, ESE – 30% Math results with ESSA groups falling below 41% = Black/African American – 23%, ESE – 24% Science results with ESSA groups falling below 41% = Black/African American – 28%, Hispanic – 36%, ED – 41%		
Goal: To increase the achievement level of all students, our school will focus on monitoring strategies in the classroom. Monitoring through formative assessment will be evident in 75% of classrooms and resource rooms when walkthroughs occur. By doing this all students, including ESSA deficient groups (Black/African American and ESE) in math and ELA will increase proficiency.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 10/17/22 End: 12/16/22	Review MTSS/RTI 6 week data with all teachers. (ELA)	Administration C. Flores – Principal C. Castillo – AP Instructional coaches	Teachers are aware of current academic progress and impact of interventions being provided during RTI. Interventions are adjusted based on need.	Admin, Coaches- Data Spreadsheets, meeting notes

Start: 10/17/22 End: 12/16/22	Initiate Math tiered intervention groups.	Administration Math Coach	RTI groups are developed and interventions determined to support student math needs.	Admin, Math Coach Data spreadsheets, Intervention notes to match the intervention with the need, Group spreadsheets
Start: 10/17/22 End: 12/16/22	Conduct Lesson Plan checks to look for monitoring strategies to be clearly noted within weekly plans.	C. Flores – Principal C. Castillo – AP Coaches – McCabe, Poysell, Hunt Interventionist – Coleman Grade Chairs	Evidence on collaborative planning form and in lesson plans. Notes from collaborative planning sessions.	Administration and Coaches Observe collaborative planning (notes from planning) Sample Lesson plans indicating monitoring strategies.
Start: 10/17/22 End: 12/16/22	Continue to provide professional development on monitoring strategies, during planning meetings every 3 weeks. Allowing time for practice and reflection. Each teacher must be intentional in their plans as to how this relates to our ESSA subgroups, in all subject areas.	Instructional coaches McCabe, Poysell, Hunt Interventionist Coleman Administration Flores, Castillo	Agendas, Notes from PD Photos, documents from PD sessions. Addition this quarter of an “exit slip” or “reflection” slip to be used with math Savvas quick checks for students to monitor their own progress. Also use this strategy with iReady lessons.	Coaches Administration Collect example completed slips from students. Collect templates for team planning meetings. Agendas, power points, handouts, and notes from PD sessions.
Start: 10/17/22 End: 12/16/22	Conduct trend walks – Monitor teachers during instruction to see if monitoring strategies are being used. Share data in weekly newsletter.	Administration Flores Castillo McCabe Poysell Hunt	Trend walk data and notes - share in weekly newsletter (overall data) Send specific notes to individual teachers.	Administration Collect data and notes

<p>Start: 10/17/22 End: 12/16/22</p>	<p>Continue to review iReady, and unit assessment data with teacher. (Math, ELA and Science)</p>	<p>Administration and Coaches</p>	<p>Teachers will be aware of their students data and make adjustments to instruction accordingly.</p> <p>Teachers will pull small groups to address student gaps in learning. Lesson plans will note changes and data review notes will track progress of data monitoring.</p>	<p>Administration and Coaches.</p> <p>Lesson plan notes</p> <p>Data chat notes and agendas</p>
<p>Start: 10/31/22 End: 10/31/22</p>	<p>Use teacher professional development day to share specific monitoring strategies, and allow time for planning to incorporate and to collaborate across grade groups.</p>	<p>Administration Coaches Interventionist</p>	<p>Teachers will learn 2 specific strategies they can use for monitoring, they will create lesson plans with these strategies included.</p> <p>They will collaborate with other groups to see how they are using strategies and share ideas.</p> <p>Strategies will be used during instruction.</p>	<p>Professional development powerpoint, sign in sheet and notes.</p> <p>Lesson plan examples with monitoring strategies including.</p> <p>Notes from classroom observations and walkthroughs where strategies are observed being used.</p>

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	According to PowerBI only a quarter of our families responded to the parent survey. With the survey data we see a concern in communication with 4.18 being the lowest score on the parent responses. Academics is the second lowest with 4.22 and notes related to enrichment and advanced courses being a concern.	<p>We chose this area to help us increase our parent and community engagement by addressing their concerns of communication and understanding academic resources available to their students.</p> <p>We want to increase parent knowledge of what their child should know and ways to support their students at home.</p> <p>We want to increase the schools' methods of reaching out to the community and families to build relationships and extend learning opportunities for our families.</p>	<p>Capabilities</p> <ul style="list-style-type: none"> - understand how to be involved - understand communication being sent home (and methods of communication) - understand students progression plan and academic services

Goal: We will improve parent/family capabilities by increasing availability of resources and activities that families can use at home to enhance their children's learning that are directly tied to current learning at school. We will provide a quarterly learning opportunity for families to participate in, this will improve the overall participation in school events including this year's parent survey. Our end of year goal is to have 50% of our parents complete the survey and to see our ratings in the two indicated areas increase. We will also see an increase in the amount of parent participation in school events this school year. Our quarter 2 goal this year is to have at least 2 parent activities for families to attend with at least one of them providing a learning opportunity.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Grade level curriculum nights.	Grade Chairs Administration Flores, Castillo Instructional coaches	Agendas, power points, flyers sent to families announcing the event. Feedback surveys from the event.	Grade Chairs Administration Surveys Agendas Notes
Start: 10/15/22 End: 10/15/22	Day of Caring – Garden creations to build community/family partnerships and build on environmental science projects for grade levels.	Grade Chairs Siquig Coleman DiPietro	Garden areas built and grade levels identify what projects they will be doing in the second quarter.	Lesson plans, Photos from Day of Caring

Start: 10/17/22 End: 12/16/22	Open parent resource room on campus. Share info in newsletter to explain what resources are available to parents in the resource room.	Administration Flores, Castillo Instructional Coaches	Flyer announcing parent resource room opening. Sign in sheets to show use of resource room Photos Newsletters	Administration Instructional Coaches Collect sign in sheets, Photos of room in use. Newsletters S. Serra – Visitor sign in sheets.
Start: 10/17/22 End: 12/16/22	Provide quarterly parent trainings with a focus on supporting learning at home. (Ex: math games, fluency practice, reading challenges, science fair night) This quarter we will focus on second and third grade events.	Administration Castillo and Flores Coaches McCabe, Poysell, Hunt and Grade Chairs Team up with district Title I team	Flyers sent home to announce events. Presentations from events, Sign in sheets.	Administration Coaches Document event through photos, agendas, and Sign in sheets to show participation. Copies from presentation and parent activities.
Start: 10/17/22 End: 12/16/22	Increase extended learning opportunities for students that include community business partners. Invite parents in to observe these programs. Audobon, Glendale University, Moonshot Academy sessions all in second quarter. Gardening and Cooking Club start second quarter.	Administration Castillo and Flores Coaches McCabe, Poysell, Hunt Interventionist Coleman Teachers running groups	Documentation of what activities are available noted in newsletters. (staff and parent) Attendance logs Feedback surveys Photos and artifacts from activities	Administration Coaches Interventionist Teachers running groups Collect: Documentation of what activities. Attendance logs Feedback surveys Photos and artifacts from activities.
Start: 10/17/22 End: 12/16/22	Create a list of ways parents can volunteer on campus. Share out in November newsletter.	C. Castillo F. Flores Instructional Coaches Grade Chairs	Newsletter showing information sent to families.	C. Castillo Document info shared in newsletter S. Serra – volunteer sign in sheets

Start: 10/17/22 End: 12/16/22	Create a survey for parents to determine what types of learning opportunities they would like to participate in to learn how to support their children.	Administration Castillo and Flores Instructional coaches	Copy of the parent survey Survey results recorded and data analyzed.	Admin and coaches Data from survey results.
Start: 10/17/22 End: 12/16/22	Utilize newsletter and PBIS rewards to regularly communicate parent and student opportunities to get involved at the school.	Administration Flores and Castillo	Copies of newsletters sent out and PBIS rewards messaging documentation in the app.	Administration Keep copies of newsletters. Records of PBIS rewards communication.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Indian River Academy

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Indian River Academy 0221

Principal (Last Name, First Name)

Good, Kelly

Assistant Principal(s)

Norwood, Jayde

Leadership Team:

Principal, Kelly Good

Assistant Principal, Jayde Norwood

Instructional Coach, Rebecca Brown

Instructional Coach, Brenda Durwin

Instructional Coach, Elaine Ragley

School Counselor, Danya Laverack

Demographics

School Type and Grades Served	Elementary								
2022-2023 Title 1 School	Yes								
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	64%								
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org)	<table border="0"> <tr> <td>Black/African American Students</td> <td><u>23%</u></td> </tr> <tr> <td>Economically Disadvantaged Students</td> <td><u>80%</u></td> </tr> <tr> <td>English Language Learners</td> <td><u>11%</u></td> </tr> <tr> <td>Hispanic Students</td> <td><u>34%</u></td> </tr> </table>	Black/African American Students	<u>23%</u>	Economically Disadvantaged Students	<u>80%</u>	English Language Learners	<u>11%</u>	Hispanic Students	<u>34%</u>
Black/African American Students	<u>23%</u>								
Economically Disadvantaged Students	<u>80%</u>								
English Language Learners	<u>11%</u>								
Hispanic Students	<u>34%</u>								
Add ESSA language									

	Multiracial Students <u>9%</u> Students with Disabilities <u>16%</u> White Students <u>33%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	N/A		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	B	60%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	47%
	2017-18	C	49%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

To inspire and educate all students to become tomorrow’s leaders.

School Vision Statement

To create a caring community of students, parents, and school staff working together to ensure all students reach their full potential.

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.

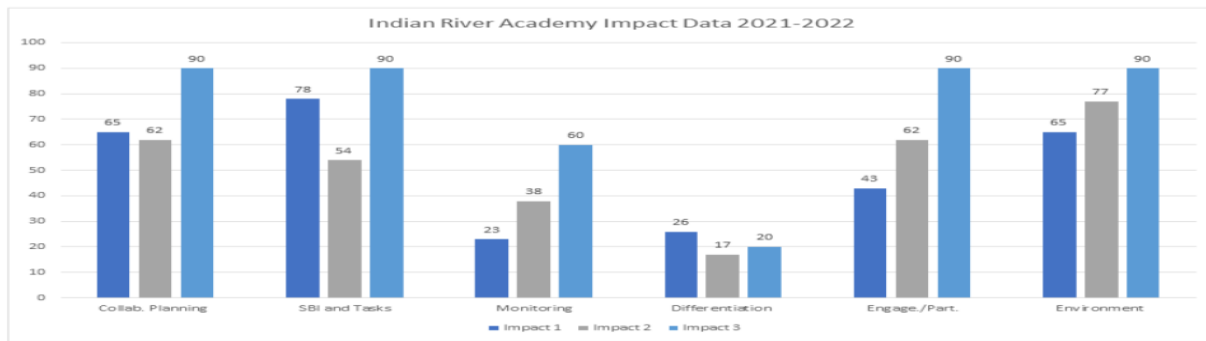
Comprehensive Needs Assessment

- EWS
- School Grade Data to include FDOE data, district data, and survey data

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
PK	16												
KG	69	7	10.14%							7	10.14%		
01	76	25	32.89%							25	32.89%		
02	71	25	35.21%			1	1.41%			26	36.62%		
03	62	16	25.81%					5	8.06%	18	29.03%	3	5%
04	65	21	32.31%					35	53.85%	42	64.62%	14	22%
05	73	15	20.55%			1	1.37%	30	41.10%	38	52.05%	8	11%
Total	432	109	25.23%			2	0.46%	70	16.20%	156	36.11%	25	6%

21-22 **50%** **57%** **48%** **63%** **74%** **68%** **57%** **417** **60%** **B**
ELA ACH **ELA LG** **ELA BQ** **Math ACH** **Math LG** **Math BQ** **SCI ACH** **Total Pts** **Total** **Grade**



Goal Tracker: Historical School Grade Trend with School Goal and Predictions



SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

N/A

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT’s will discuss	The climate survey showed a 3.58/5 score for “students at my school respect one another” and a 3.92/5 score for “there is a sense of belonging at my school”. Student attendance during the 1 st quarter of the 21-22 school year was 89.8%.	As a school, it is our goal for all faculty and staff to feel like they belong so they can model mutual respect and positive relationships for our students.	Relationships	
Goal: If a sense of belonging and positive relationships are built within the school community, then student attendance will improve 95% or higher.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/3/22	Modeling how to utilize community check-in poster.	Danya Laverack, School Counselor	100% teacher participation and demonstration of use	Check teacher community check in during PD/Norwood
Start: 8/3/22 End: 8/3/22	Modeling how to implement an effective morning meeting.	Danya Laverack, School Counselor	100% teacher participation	Visual Observation/Norwood
Start: 8/3/22 End: 8/9/22	Introduce and explain grade level team challenge.	Jayde Norwood, Assistant Principal	K-5, Cultural Arts, and ESE team create a team jar for token collection	Team jars /Norwood
Start: 8/10/22 End: 10/14/22	Community check-in is occurring in classrooms.	Danya Laverack, School Counselor	100% teacher participation	Fidelity walks/School Leadership Team (SLT)
Start: 8/10/22 End: 10/14/22	Morning meetings are occurring in classrooms.	Danya Laverack, School Counselor	100% teacher participation	Fidelity walks/ School Leadership Team (SLT)
Start: 8/10/22 End: 9/9/22	Grade level teams participate in various challenges.	School Leadership Team (SLT)	Changes in the leaderboard occurs.	Movement of the brag banner/Norwood & Laverack

Academics

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
Academics - Significant Data Findings	ELA Achievement- 2021-2022 50% 2020-2021 51% 2018-2019 54%	ELA achievement is the only area that has shown regression over the last three years.	Collaborative Planning: Standards Aligned Instruction	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		There are no ESSA groups below 41%. When filtered out for ELA Achievement, the following percentages are evident: Black students- 32% ESE students- 21% ELL students- 31%		
Goal: If 100% of teachers, coaches, and administrators collaboratively plan for standards aligned instruction weekly (with a focus on ELA), then achievement will increase for all students to 55%.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	A master schedule is created to support time to plan.	Kelly Good, Principal	All members attend collaborative planning according to schedule, with prepared materials.	-Sign-In sheet/ Instructional Coaches -Lesson plans implemented with fidelity/ Administrators
Start: 8/3/22 End: 10/14/22	School Improvement Plan is shared with staff.	Kelly Good, Principal	Welcome Back PowerPoint presentation	SIP goals recap video/ Norwood
Start: 8/3/22 End: 10/14/22	Collaborative planning schedules are developed for every grade level and team (ESE/cultural arts)	Brenda Durwin, Rebecca Brown, Elaine Ragley, Instructional Coaches	Calendar Invites	Sign-In sheet/ Instructional Coaches
Start: 8/3/22 End: 10/14/22	Instructional coaches provide training/PD: Pacing guides and curriculum maps	Brenda Durwin, Rebecca Brown, Elaine Ragley, Instructional Coaches	Instructional Coaches create PD agendas	Completed lesson plans using curriculum and district pacing guides & maps/ Administrators
Start: 8/3/22 End: 10/14/22	Lesson planning (collaboratively) takes place weekly.	Instructional Coaches and Teachers	Team norms created and followed; team members come prepared; district curriculum is utilized	Collaborative Planning sign-sheet/ Norwood
Start: 9/12/22 End: 10/14/22	School leadership team completes bi-monthly walk-throughs.	Kelly Good, Principal	Completed Data Collection Tool with next steps.	Feedback is provided to teachers/ Administrators

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Less than 25% of families participated in 2021-2022 Title 1 Night. School Advisory Council (SAC) membership includes 5 members.	There is low participation in family nights and lack of parent and community representation on the SAC team. Research shows the more parental involvement in school activities leads to increased student achievement.	Connections: Families and Staff have increased connections to community agencies and services.	
Goal: If we engage families and community partners with school events, PTA memberships, and SAC involvement, then our family and community engagement will increase by 5%, from 25-30%.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/12/22	Communicate with current community partners and service agencies about upcoming opportunities.	-Brenda Durwin, Instructional Coach -Danya Laverack, School Counselor -Jennifer Jones, Interventionist	Increased attendance and support by Kiwanis, Indian River Club volunteers, and Sotheby's International Realty.	Attendance sign in sheet to track community participation/ School Leadership Team
Start: 8/3/22 End: 10/14/22	Locate and communicate with new community agencies to invite them to partner with IRA.	Danya Laverack, School Counselor	Increased number of community organizations supporting/attending school events.	List of new organizations/ Jayde Norwood
Start: 8/4/22 End: 8/31/22	Review expectations and protocols to call families for positive phone calls.	Kelly Good, Principal	Increased number of positive phone calls made to families.	Log communication with families in FOCUS/ Jayde Norwood
Start: 8/8/22 End: 9/9/22	Create a flyer to inform parents and encourage participation/memberships in PTA and SAC.	Jayde Norwood, Assistant Principal Dolores Luna, SAC chair Angela Summers, PTA President	Increased memberships for PTA and members on SAC.	Member lists/Jayde Norwood
Start: 8/29/22 End: 10/7/22	Advanced communication with families about upcoming school events.	School Leadership Team	Family attendance increases over time at school events.	Log of communication with families in FOCUS, Monthly Newsletters, Social Media posts, School Messenger calls/ Administrators

Start: 8/29/22 End: 10/7/22	Schedule Open House, Title I Night, Donuts with Dudes	Jayde Norwood, Assistant Principal Kelly Good, Principal	30% of our families will attend these events	Raptor Check In Jayde Norwood, Assistant Principal
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Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	Data Dive. Review of 21-22 SIP Goals and new goals for 22-23	Utilized Power BI and State and District data to discuss strengths and areas for growth	Principal, Kelly Good
8/4/22	Individual Problem-Solving Team Overview	Provided an overview of the process and how to utilize FOCUS to show staff how to complete required information to receive assistance with students who need more support or enrichment opportunities.	Asst. Principal, Jayde Norwood

8/4 - 10/14/22	SIP Goals	Weekly newsletters include SIP goals with examples of what is currently taking place on our campus to meet them.	Principal, Kelly Good
8/4 - 10/14/22	Communication to families	Principal and Grade Level Teams will share a monthly newsletter with families of upcoming events and current academic goals taking place in the classroom.	Principal, Kelly Good
9/6 - 10/14/22	Academic Support and Enrichment	Grade level meetings to review data for all students and create groups for additional support and/or enrichment tasks.	Brenda Durwin, Rebecca Brown, Elaine Ragley, Instructional Coaches, Administrators, Classroom Teachers in grades K-5
8/8/22 8/31/22 10/6/22 10/7/22	Power BI for Teachers and Coaches	Jody Houston on campus to meet with teachers and coaches to model how to use Power Bi for student data.	Principal, Kelly Good

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	The climate survey showed a 3.58/5 score for “students at my school respect one another” and a 3.92/5 score for “there is a sense of belonging at my school”. Student attendance during the 1 st quarter of the 21-22 school year was 89.8%.	As a school, it is our goal for all faculty and staff to feel like they belong so they can model mutual respect and positive relationships for our students.	Relationships	
Goal: If a sense of belonging and positive relationships are built within the school community, then student attendance will improve 95% or higher.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 10/24/22	Create 5 questions for a staff and student survey asking culture related questions	School Leadership Team-SLT: (Jayde Norwood, AP, Elaine Ragley, Math Coach, Brenda Durwin, Coach, Becca Brown, coach, Danya Laverack, Counselor, Kelly Good, Principal)	90% of students and staff respond to survey.	Review Google Form participation/School Leadership Team-SLT: (Jayde Norwood, AP, Elaine Ragley, Math Coach, Brenda Durwin, Coach, Becca Brown, coach, Danya Laverack, Counselor, Kelly Good, Principal)
Start: 10/24/22 End: 12/16/22	Model how to implement an effective morning meeting in grade levels that have high number of behavior infractions.	Danya Laverack, School Counselor	Morning Meeting takes place in all classrooms every day.	SLT participation in morning meetings daily in these classes and shares feedback at SLT weekly meetings. Danya Laverack, School Counselor
Start: 10/17/22 End: 12/16/22	Schoolwide Expectations reviewed in cafeteria weekly by Ms. Laverack, school counselor.	Kelly Good, Principal	Weekly lessons taking place in the café with Mrs. Laverack and ODR and MIF decline	Lesson Plans monitored quarterly, Kelly Good, Principal
Start: 10/24/22 End: 11/4/22	Weekly attendance challenge by class. Class winners (95% ADA or higher) recognized on the announcements and awarded brag tags.	Danya Laverack, School Counselor	Overall ADA improves schoolwide by 3%. Currently ADA is 92%. Goal is 95%.	Power BI Attendance review done weekly at SLT meeting , SLT (Jayde Norwood, AP, Elaine Ragley, Math Coach, Brenda Durwin, Coach, Becca Brown, coach, Danya Laverack, Counselor, Kelly Good, Principal)
Start: 10/17/22 End: 12/16/22	Quarterly attendance slime challenge "Choosing Attendance"	Danya Laverack, School Counselor	Schoolwide Attendance increases over time to 95% or higher.	Attendance Bulletin Board in main hallway and weekly share out on schoolwide morning announcements/ Danya Laverack, School Counselor

Start: 10/17/22 End: 12/16/22	School and grade level newsletters include information about the importance of attendance and sent home in English and Spanish	Kelly Good, Principal	Schoolwide Attendance increases over time to 95% or higher	Newsletters turned in monthly for review Kelly Good, Principal
Start: 10/17/22 End: 12/16/22	Recognition of teachers and staff with perfect attendance	Jayde Norwood, Assistant Principal	Monthly recognitions at Faculty Meeting. Staff attendance increases from 97.1% to 99%	Monthly Faculty Recognition of staff and teachers, Jayde Norwood, Assistant Principal
Start: 10/17/22- Ends:10/27/22	Grade Level Teams will learn about who still needs to fill out parent acknowledgement forms so they can assist in getting them done during Conferences	Danya Laverack, School Counselor	Grade level teams contact families in advance to complete forms on conference night with translator present	List of families copied to admin Kelly Good, Principal Jayde Norwood, Assistant Principal
Start: 10/27/22 End: 10/27/22	Conference Night- the computer lab will be available to fill out FOCUS forms online and a translator will be available.	Jayde Norwood, Assistant Principal	Increase in the number of completed FOCUS forms by families.	School Leadership Team Meeting for November 1 includes agenda item to review completed forms, Kelly Good, Principal

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	ELA Achievement- 2021-2022 50% 2020-2021 51% 2018-2019 54%	ELA achievement is the only area that has shown regression over the last three years.	Collaborative Planning: Monitoring and Feedback-Formative Assessments
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		There are no ESSA groups below 41%. When filtered out for ELA Achievement, the following percentages are evident: Black students- 32% ESE students- 21% ELL students- 31%	
Goal: If 100% of teachers, coaches, and administrators collaboratively plan for standards aligned instruction weekly (with a focus on ELA), then achievement will increase to 55% for all students.			
Implementation Plan for Academics			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Coaches will model and collaborate with teachers to ways to monitor/formative assessment in lesson plans during collaborative planning.	Brenda Durwin, K-2 Literacy Coach Rebecca Brown, 3-5 Literacy Coach Elaine Ragley, Math Coach	Monitoring is planned for and included in daily lesson plans.	Attendance and agendas at collaborative planning/Kelly Good, Principal & Jayde Norwood, Assistant Principal
Start: 10/17/22 End: 12/16/22	Teachers and coaches will intentionally plan for (and become actively involved in) accountable talk in all subject areas, daily with structures in place	Brenda Durwin, K-2 Literacy Coach Rebecca Brown, 3-5 Literacy Coach Elaine Ragley, Math Coach	Accountable Talk (Think, pair, share) is planned for and included in daily lesson plans.	Attendance and agendas at collaborative planning Kelly Good, Principal & Jayde Norwood, Assistant Principal
Start: 10/31/22 End: 10/31/22	Professional Development on managing response rates, monitoring methods, and accountable talk	Jayde Norwood, Assistant Principal Rebecca Brown, Literacy Coach	Teachers participate in trainings and utilize methods in classroom.	PD sign in sheet/ Jayde Norwood, Assistant Principal
Start: 10/17/22 End: 12/16/22	School leadership team completes bi-monthly walk-throughs.	Kelly Good, Principal	Completed Data Collection Tool with next steps.	Feedback is provided to teachers/ Administrators
Start: 10/31/22 End: 12/16/22	Individual Teacher Data Chats include review of SIP goal data by classroom and grade level	Kelly Good, Principal	Teachers utilize Power BI in data chat to review data and create a plan for quarter 2	Agenda for data chats Kelly Good, Principal

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Less than 25% of families participated in 2021-2022 Title 1 Night. School Advisory Council (SAC) membership includes 5 members.	There is low participation in family nights and lack of parent and community representation on the SAC team. Research shows the more parental involvement in school activities leads to increased student achievement.	Connections: Families and Staff have increased connections to community agencies and services.
Goal: If we engage families and community partners with school events, PTA memberships, and SAC involvement, then our family and community engagement will increase by 5%, from 25-30%.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/21/22 End: 12/16/22	At monthly faculty meetings and grade level meetings, review expectations for positive and attendance phone calls	Kelly Good, Principal	Faculty Meetings and Grade level meeting agendas include positive call and attendance discussions, increased number of positive calls logged in FOCUS	Staff emails id #s of students receiving positive calls each week to principal, Kelly Good, Principal
Start: 10/21/22 End: 12/16/22	Schedule Title 1 STEAM Night to include Winter activity for families on campus	Kelly Good, Principal	30% of our families attend	Raptor Check In Kelly Good, Principal
Start 12/12/22 End: 12/16/22	Academic and Attendance Award Ceremonies Scheduled and advertised for all grade levels	Jayde Norwood, Assistant Principal	Social Media and Connect Ed advertise the day and time for each ceremony	Social Media includes advertisement, Kelly Good, Principal
12/14/22	Family Skate Night	Brenda Durwin, Instructional Coach	Skate Night attendance is 25% of families or more	Jayde Norwood, Assistant Principal

Click or tap to enter a date.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

IR PREP
(Indian River Positive Rigorous
Engaging Programs)
School Improvement Plan
Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Indian River (IR) PREP 0033

Principal (Last Name, First Name)

Brown, Dariyall

Assistant Principal(s)

Dawn Bennett-Campbell

School Leadership Team:

Principal, Dariyall Brown

Assistant Principal, Dawn Bennett-Campbell

Teacher, Audley Hewitt

Success Coach, Eric Eberhardt

Teacher, Winfred Smith

Demographics

School Type and Grades Served	Middle, High		
2022-2023 Title 1 School	YES		
2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	% of Population Economically Disadvantaged	<u>81.6%</u>	
	# of years Economically Disadvantaged students below 41%	<u>2 years</u>	
	# of years Economically Disadvantaged students below 32%	<u>2 years</u>	
ESSA Status (TS&I, CS&I)	CS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	N/A	This school does not have a school grade or school improvement rating for the selected year; therefore, school performance component details are not available.
	2020-21	N/A	
	2019-20	N/A	
	2018-19	Unsatisfactory	
2017-18	Maintaining		
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

The IR (Indian River) PREP (Positive Rigorous Engaging Programs): Center for Transformational Excellence, formerly known as the Alternative Center for Education, is dedicated to fostering a safe and positive environment that models growth, respect, and responsibility.

School Vision Statement

The vision of the IR PREP is to enhance student achievement through teacher growth and development to support the success of all students.

School Narrative

IR PREP is currently a Title 1 School serving the educational needs of at-risk students who need social-emotional support via counseling, tutoring, small group instruction, and our positive behavior intervention system for rewards.

Comprehensive Needs Assessment

- Out of 72 students at IR Prep we found that 75% have Chronic Attendance, 50% with Suspensions, 63% who have failed courses, 58% at Level 1&2 and 2 or more Early Warning signs.
- IR Prep does not meet the state guidelines to earn a school grade, but will focus on helping to improve the state graduation rate.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Reignite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	

	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the "High Yield Strategies", identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school's entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

The data findings revealed that 76% of our students have 2 or more Early Warning Indicators (EWIs) and 56% are at a level 2 and below. Amongst our subgroups, 88% of our Black/African American students have 2 or more EWIs versus 50% of our White students. 68% of our Black/African American students are at a level 2 or below versus 16% of our White students.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT’s will discuss	The climate and culture survey was at an overall score of 3.61 for the 21-22 school year. The climate and culture survey showed a score of 2.91 among 54% of students who have a low perception of IR Prep. The climate and culture survey showed a score of 3.68 among 90% of all staff members who have a moderate perception of IR Prep. The climate and culture showed a score of 3.77 among 84% of parents who have a moderate perception of IR Prep.	The rationale for this data selection is to improve the overall climate and culture of IR PREP. The impact of the data will influence our School Leadership Team to change the perception and attitudes of all stakeholders to trend in a positive direction.	The IR Prep will use the following high yield strategies. IR Prep will implement PBIS-Rewards system as a part of our school’s climate and culture. IR Prep will provide customer service skills to influence a positive school climate and culture. All IR Prep teachers will use the Eagle bucks token economy to reward students who exhibit good quality behavior on a daily basis.
	The School Leadership Team (SLT) will discuss the root causes of low perceptions and create viable solutions to re-establish the overall confidence of all stakeholders.	The School Leadership Team will analyze and interpret the climate and culture survey data and establish a set action plan to address the concerns of all stakeholders.	Staff members will be acknowledged during our monthly staff meetings for demonstrating creativity and positivity in the classroom.
	The SLT will discuss effective ways to build teacher morale and create an environment of support and recognition. The SLT will discuss and create a customer friendly environment which is welcoming and inviting to all stakeholders.	The SLT will discuss and check with fidelity to ensure that all networks involved in communication from home to school are being effectively documented on Focus.	IR Prep Teachers and staff will contact their student’s parents via district approved communication devices to acknowledge students’ positive behaviors and good deeds in the classroom.

**Goal: The overall goal for IR PREP will be to improve the perceptions and attitudes of all stakeholders on our school culture and climate survey by 5%.
1st quarter goal is to ensure that 50% of all stakeholders complete our Culture and Climate survey.**

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/31/22 End: 10/14/22	A culture & climate survey will be deployed to all via Canvas and FOCUS to all stakeholders.	Dawn Campbell-Bennett	The expected evidence will reveal that 50% of all stakeholders participated in our 1 st quarter culture and climate survey.	The SLT will monitor the results of the survey to determine the perceptions and attitudes of all stakeholders at IR PREP.
Start: 8/31/22 End: 10/14/22	SLT will introduce the school climate and culture data to all stakeholders as a part of the Title 1 and all SAC Meetings.	Dariyall Brown, Principal	All stakeholders will be invited to our Title 1 and SAC Meetings via school messenger. There will be evidence of those participants who attended the Title 1/SAC meeting via the sign-in sheet.	The SLT will monitor the results of the Title 1 meeting with a survey.

Start: 8/14/22 End: 10/14/22	The SLT will have weekly meetings to discuss the overall school culture and climate of the school. The SLT will create an action plan to carry out all initiatives that will increase positive perceptions and attitudes about IR Prep.	Dariyall Brown, Principal	All SLT meeting agendas will show evidence of the school climate and culture as part of our weekly discussions. The school culture and climate survey will be administered to all students after the 1 st quarter.	The SLT will monitor the results of all surveys and problem solve to make the necessary adjustments.
Start: 8/22/22 End: 10/14/22	The MTSS team will review the survey results as it relates to our school-wide PBIS program to ensure the rewards program meets the needs of the students and staff.	Eric Eberhardt, Success Coach	The PBIS rewards program will be demonstrated in our school-wide behavioral expectations. All teachers and students will be associated with the IR PREP-Eagle bucks, and Friday for perfect attendance, grades, and	The SLT will monitor the fidelity of our PBIS rewards program and reinforce the program with ideas and suggestions for improvement.

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>(Which High Yield Strategies will contribute the most to school improvement?)</small>
Academics - Significant Data Findings	Sixteen 6 th –8 th grade students were tested on the FSA ELA. 13% scored at Level 4 13% scored at Level 3 13% scored at Level 2 61% scored at Level 1	The rationale is to identify at-risk middle school students during the 1 st quarter and assign them to small group instruction and remediation in the ELA classroom.	The high yield strategies that will be introduced are research-based strategies through blended learning instruction. The year-long approved professional development for IR Prep teachers will enhance their instructional skill level to produce more engaging lessons and differentiated instruction to reach all learners in the classroom. These high yield strategies will also be imbedded in the lesson plans of all IR Prep teachers whereby collaborative planning will be essential in producing high achievement scores among our 6 th -12 th grade students.
	Eighteen 6 th –8 th grade students were tested on the FSA Math. 17% scored at Level 3 22% scored at Level 2 61% scored at Level 1	The rationale is to identify the areas of weakness for level 1 & 2 students in Math computation skills.	
Academics - Significant Data Findings	Eleven 9 th & 10 th grade students were tested on the Algebra EOC 9% scored Level 2 91% scored Level 1	The rationale is to identify all Level 1 & 2 students and begin working on all deficient areas in preparation for Algebra EOC retakes.	
	Eighteen 9 th & 10 th grade students were tested on the FSA ELA. 5% scored Level 3 21% scored Level 2 74% scored Level 1	The rationale is to identify Level 1 & 2 students who were deficient in keys areas of the FSA ELA in preparation for Fall retakes.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Economically Disadvantaged Students 14% of our African American students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning. 10% of our African American students will make an anticipated learning gain of 5% on FAST Math 5% of our Hispanic students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.	The ESSA subgroups that fell below 41% are Economically Disadvantaged students. <ol style="list-style-type: none"> 1. Identify all ED students who were deficient in key areas of achievement. 2. Create and adjust class schedules that address the academic and behavioral needs of all ED students. 3. Check with fidelity to ensure that all ED students are receiving small group instruction and remediation. 4. Offer course recovery to all ED students to meet high school graduation requirements. 	

12% of our Hispanic students will make an anticipated learning gain of 5% on the FAST Math via Blended Learning.	
10% of our White students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.	
10% of our White students will make an anticipated learning gain of 5% on the FAST Math via Blended Learning.	

Goal: IR Prep will increase student proficiency on FSA retakes, FAST tests, FLCE, EOC History & Biology by 5% of our student population.

Implementation Plan for Academics

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 10/14/22	Data chats with Math, Science, ELA, Social Studies and Reading teachers will occur on a monthly basis.	Dariyall Brown, Principal & Dawn Bennett-Campbell, Assistant Principal	Meeting dates, Meeting agenda, Meeting notes, and sign-in sheets	Determine how to move student’s level of achievement on the FAST progress monitoring tool. Administrators will lead this process to help teachers to recognize low performing students and reteach lessons based on academic need.
Start: 8/1/22 End: 10/14/22	Monitor standard-based lesson plans created by teachers on a weekly basis.	Dariyall Brown, Principal & Dawn Bennett-Campbell, Assistant Principal	Standards-based lesson plans will be created by teachers on a biweekly basis.	The administration team will monitor and evaluate all lesson plans uploaded on Canvas by teachers.
Start: 8/1/22 End: 10/14/22	Classroom walkthroughs and feedback will be conducted on a weekly basis.	Dariyall Brown, Principal & Dawn Bennett-Campbell, Assistant Principal	Nonevaluative Feedback forms and Impact Review forms	Administration will conduct all daily classroom walkthroughs.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy One of the four C’s
Significant Findings	<p>According to the data less than 10% of our families participated in our monthly Title 1 meeting, Open House, School Advisory Committee meetings, parent conferences nights and Awards ceremonies.</p> <p>The data findings suggest that IR PREP must satisfy the SAC membership composition report:</p> <p>56% Black family membership (6) 33% White family membership</p>	<p>The data was selected to recognize the lack of participation in our School Advisory Committee meetings and parent conferences last year.</p> <p>IR Prep will work to improve active participation in all family engagement activities by increasing involvement by each specific subgroup.</p> <p>56% Black family membership (6) 33% White family membership (4)</p>	<p>IR Prep will build a partnership with community businesses that sponsor family engagement activities on campus. The connection to our families and community will be based on our ability to reach out through all approved communication platforms (I.e., Remind App). IR Prep is determined to build capacity through approved social networks, which support access to our entire school-based systems. IR Prep will keep all stakeholders informed of all events and activities that will increase their knowledge and skill on ways to increase student achievement and</p>

	(4) 11% Hispanic family membership (2)	11% Hispanic family membership (2)	improve our overall school's climate and culture.	
Goal: IR Prep will increase our family and community support groups by sponsoring engagement activities on a monthly basis by 5% for students, parents and teachers.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 9/13/22 End: 10/14/22	Invite all stakeholders to our open house, Title 1 meeting, SAC meetings and workshop events through social media, flyers, remind app, school messenger and Focus.	Dariyall Brown, Principal & Dawn Bennett-Campbell, Assistant Principal	Meeting agendas, Power points and Sign-in sheets.	The IR Prep leadership team will monitor through surveys to gauge their feelings and attitude about the activities hosted on our campus.
Start: 10/4/22 End: 10/14/22	IR Prep will establish a PTA to build a school to home base network of supports in efforts to build positive relationships with our families.	Dariyall Brown, Principal & Dawn Bennett-Campbell Assistant Principal	Meeting agendas, School messenger, Power points, and Sign-Sheets.	The IR Prep leadership team will monitor our PTA through surveys.
Start: 9/1/22 End: 10/14/22	IR Prep will re-establish a partnership with Winners Walk Tall which is a motivational speaker program.	Dariyall Brown Principal & Dawn Bennett-Campbell	Meeting agendas and photos.	The IR Prep leadership will maintain a strong partnership with the Winner's Walk Tall organization.
Start: 8/1/22 End: 10/14/22	Maintain our community partnership with ITHINK Bank.	Dariyall Brown Principal & Dawn Bennett Campbell	E-mail correspondence and faculty agenda.	The IR Prep leadership team will maintain a strong partnership with all stakeholders through approved communication networks.

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- The high yield strategies that will be introduced are research-based strategies through blended learning instruction. The year-long approved professional development for IR Prep teachers will enhance their instructional skill level to produce more engaging lessons and differentiated instruction to reach all learners in the classroom.
- These high yield strategies will also be imbedded in the lesson plans of all IR Prep teachers whereby collaborative planning will be essential in producing high achievement scores among our 6th-12th grade students.

Date/Time	Topic	Process Description	Training Lead
10/12/22 2:00-2:30	School Faculty Staff Meeting	Use PBI to address concerns about discipline, student attendance and grades.	Principal/Assistant Principal
10/19/22 2:00-2:30	Data Talks with Subject Area teachers	Use FAST TIDE system to monitor student progress at the BOY, MOY and EOY in the areas of ELA & Math for grades 6-10.	Principal/Assistant Principal
10/20/22 5:30-6:30	School Culture	Use climate survey data to monitor the attitudes and feelings of all stakeholders. Share the results of the climate survey with all stakeholders at the SAC Meeting.	Principal/Assistant Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	<p>Students: 41% overall completed (28.1% strongly disagree that teachers greet them daily, 15.6% strongly agree they are greeted, 31.3% agree). 15.6% strongly agree they are recognized for good things, 21.9 % agree 34.4% strongly disagree.</p> <p>Parents: .03% overall completed. 66.6% agree their students are safe on campus, 33.3 disagree. 66.6% agree their child receives support from at least one adult 33.3% disagree. 66.6% feel they are welcomed on campus, 33.3% disagree.</p> <p>Staff: 70% overall completed. 50% strongly agree and 50% agree that Administration responds timely to concerns. 33.% strongly agree 50% agree and 16.7% are neutral regarding ideas being listened to by Administration. 41.7% strongly agree and 58.3% agree that Administration solves problems effectively.</p>	<p>The rationale for this data selection is to improve the overall climate and culture of IR PREP. The impact of the data will influence our School Leadership Team to change the perception and attitudes of all stakeholders to trend in a positive direction.</p>	<p>The IR Prep will use the following high yield strategies. IR Prep will implement PBIS-Rewards system as a part of our school's climate and culture.</p> <p>IR Prep will provide customer service skills to influence a positive school climate and culture.</p> <p>All IR Prep teachers will use the Eagle bucks token economy to reward students who exhibit good quality behavior on a daily basis.</p> <p>Staff members will be acknowledged during our monthly staff meetings for demonstrating creativity and positivity in the classroom.</p> <p>IR Prep Teachers and staff will contact their student's parents via district approved communication devices to acknowledge students' positive behaviors and good deeds in the classroom.</p>

Goal: First semester Climate/ Culture survey will show a 5% improvement in overall perception amongst all stakeholders (staff, students and parents).

Implementation Plan for School Culture				
Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)

Oct. 17 – Dec. 16, 2022		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
Start: 10/17/22 End:12/16/22	SLT will meet to review Climate and Culture survey results during Friday Leadership meeting and assess where successes and challenges are indicated.	Dariyall Brown, Principal and Dawn Bennett-Campbell, Assistant Principal	Results from the 1st Qtr. Climate and Culture survey will be printed and presented to stakeholders during the November Title 1/SAC meeting.	Stakeholders during PTA, Title 1/SAC meeting.
Start:10/17/22 End: 11/1/22	During October MTSS meetings survey results will be reviewed as they relate to student perception of discipline, rewards/incentives and relationship building.	Eric Eberhardt Success Coach	Student scores of 40% or higher on strongly agree and agree for questions pertaining to “having a person to talk to on campus when sad”, “my school disciplines fairly”, “students are recognized for the good things they do” and “at my school adults greet and talk to students when they come to class” will be considered favorable.	IR Prep Leadership will review results to determine where and if adjustments need to be made and the fidelity of PBIS program.
Start: 10/17/22 End: 12/17/22	SLT will have weekly meetings to discuss the overall school culture and climate of the school. The SLT will create an action plan to carry out all initiatives that will increase positive perceptions and attitudes about IR Prep.	Dariyall Brown, Principal Dawn Bennett-Campbell, Assistant Principal	All SLT meeting agendas will show evidence of the school climate and culture as part of our weekly discussions. The school culture and climate survey will be administered to all students at the end of the first semester.	IR Prep SLT will review survey results and make changes accordingly.
Start: 12/1/22 End: 12/16/22	IR Prep Culture/Climate survey will be sent to students via CANVAS, parents via FOCUS /text and/or text message and staff through email.	Dawn Bennett-Campbell, Assistant Principal	Successful implementation will yield a 25% completion rate from parents as parent participation during Qtr. 1 was nonexistent.	SLT team will review number of submissions during 1st week and revise accordingly.

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
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Academics - Significant Data Findings	ELA/Reading 7 th FAST Results			<p>These data points will allow us to break the students out into small groups based upon their specific needs.</p> <p>The rationale is to identify at-risk middle school students during the 1st quarter and assign them to small group instruction and remediation in the ELA classroom.</p> <p>The rationale is to identify all Level 1 & 2 students and begin working on all deficient areas in preparation for Algebra EOC retakes.</p>	<p>The high yield strategies that will be introduced are research-based strategies through blended learning instruction. The year-long approved professional development for IR Prep teachers will enhance their instructional skill level to produce more engaging lessons and differentiated instruction to reach all learners in the classroom.</p> <p>These high yield strategies will also be imbedded in the lesson plans of all IR Prep teachers whereby collaborative planning will be essential in producing high achievement scores among our 6th-12th grade students.</p> <p>Virtual Coaching for Blended Learning with Macia Kish has occurred on 9/6 and 10/4.</p>
	AA	Level 1	100% (2)		
	Hispan	Level 2	100% (1)		
	White	Level 1	80% (4)		
	White	Level 2	20% (1)		
	ELA/Reading 8 th FAST Results				
	AA	Level 1	80% (4)		
	AA	Level 2	20% (1)		
	Hispan	Level 1	100% (3)		
	White	Level 1	88% (7)		
	White	Level 3	13% (1)		
	Multi	Level 1	100% (1)		
	Afr-Ame	Level 2	20% (1)		
	ELA/Reading 9 th FAST Results				
	AA	Level 1	100% (1)		
	White	Level 1	50% (1)		
	White	Level 2	50% (1)		
	ELA/Reading 10 th FAST Results				
	AA	Level 1	90% (9)		
	AA	Level 2	10% (1)		
White	Level 1	83% (5)			
White	Level 2	17% (1)			
Hispan	Level 1	80% (4)			
Hispan	Level 3	20% (1)			
Multi	Level 1	100% (1)			
Academics - Significant Data Findings	Math 7 th grade			<p>The rationale is to identify the areas of weakness for level 1 & 2 students in Math computation skills.</p> <p>The rationale is to identify all Level 1 & 2 students and begin working on all deficient areas in preparation for Algebra EOC retakes.</p> <p>The rationale is to identify Level 1 & 2 students who were deficient in keys areas of the FSA ELA in preparation for Fall retakes.</p>	
	AA	Level 1	100% (7)		
	White	Level 1	100% (2)		
	Hispan	Level 1	100% (1)		
	Math 8 th grade				
	AA	Level 1	100% (6)		
	White	Level 1	100% (6)		
	Hispan	Level 1	100% (6)		
	The Fall results for the Algebra 1 EOC retakes have not been issued by the state at this time.				
	The Fall results for the ELA/ EOC retakes have not been issued by the state at this time.				
<p>List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</p> <p>Economically Disadvantaged Students 14% of our African American students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.</p> <p>10% of our African American students will make an anticipated learning gain of 5% on FAST Math</p> <p>5% of our Hispanic students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.</p> <p>12% of our Hispanic students will make an anticipated learning gain of 5% on the FAST Math via Blended Learning.</p>				<p>The ESSA subgroups that fell below 41% are Economically Disadvantaged students.</p> <ol style="list-style-type: none"> 1. Identify all ED students who were deficient in key areas of achievement. 2. Create and adjust class schedules that address the academic and behavioral needs of all ED students. 3. Check with fidelity to ensure that all ED students are receiving small group instruction and remediation. 4. Offer course recovery to all ED students to meet high school graduation requirements. 	

10% of our White students will make an anticipated learning gain of 5% on the FAST ELA via Blended Learning.	
10% of our White students will make an anticipated learning gain of 5% on the FAST Math via Blended Learning.	

Goal: IR Prep will increase student proficiency on FSA retakes, FAST tests, FLCE, EOC History & Biology by 5% of our student population.

Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/26/22 End: 12/16/22	Data chats with Math, Science, ELA, Social Studies and Reading teachers will occur on a monthly basis.	Dariyall Brown Principal & Dawn Bennett	Meeting dates, Meeting agenda, Meeting notes, and sign-in sheets	Determine how to move student's level of achievement on the FAST progress monitoring tool. Administrators will lead this process to help teachers to recognize low performing students and reteach lessons based on academic need.
Start:10/17/22 End: 12/13/22	Monitor standard-based lesson plans created by teachers on a weekly basis.	Dariyall Brown, Principal & Dawn Bennett-Campbell	Standards-based lesson plans will be created by teachers on a biweekly basis.	The administration team will monitor and evaluate all lesson plans uploaded on Canvas by teachers.
Start: 10/11/22 End: 12/21/22	Classroom walkthroughs and feedback will be conducted on a weekly basis	Dariyall Brown, Principal & Dawn Bennett-Campbell	Nonevaluative Feedback forms and Impact Review forms	Administration will conduct all weekly classroom walkthroughs.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
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Significant Findings	<p>According to the data less than 10% of our families participated in our monthly Title 1 meeting, Open House, School Advisory Committee meetings, parent conferences nights and Awards ceremonies.</p> <p>The data findings suggest that IR PREP must satisfy the SAC membership composition report:</p> <p>56% Black family membership (6) 33% White family membership (4) 11% Hispanic family membership (2)</p>	<p>The data was selected to recognize the lack of participation in our School Advisory Committee meetings and parent conferences last year.</p> <p>IR Prep will work to improve active participation in all family engagement activities by increasing involvement by each specific subgroup.</p> <p>56% Black family membership (6) 33% White family membership (4) 11% Hispanic family membership (2)</p>	<p>The data was selected to recognize the lack of participation in our School Advisory Committee meetings and parent conferences last year.</p> <p>IR Prep will work to improve active participation in all family engagement activities by increasing involvement by each specific subgroup.</p> <p>56% Black family membership (6) 33% White family membership (4) 11% Hispanic family membership (2)</p> <p>Connections</p>
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Goal: Goal: IR Prep will increase our family and community support groups by sponsoring engagement activities on a monthly basis by 5% for students, parents and teachers.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/18/22 End: 10/18/22	PTA will have its first official meeting at the IR PREP at 2:00 PM	Dariyall Brown, Principal & Dawn Bennett Assistant Principal	Meeting notes, Agenda, and Sign-in sheets	The Principal and Assistant Principal will facilitate all Title 1 SAC Meeting. IR Prep will have one guest speaker for our family engagement topic on our Title 1/SAC night. The Principal will add to the Superintendents monthly calendar.
Start: 10/20/22 End: 10/20/22	Title 1 SAC Meeting/Helping Hands Program of South County Speaker: CEO Laticia Boswell at 5:30-6:30 PM	Dariyall Brown Principal & Dawn Bennett-Campbell Assistant Principal	Meeting notes, Agenda and Sign-in sheets	The Principal and Assistant Principal will facilitate all Title 1 SAC Meeting. IR Prep will have one guest speaker for our family engagement topic on our Title 1/SAC night. The Principal will add to the Superintendents monthly calendar.
Start: 11/17/22 End: 11/17/22	Title 1 SAC Meeting/TCTC Speaker Career Advisor Laurel Evans at 5:30-6:30 PM	Dariyall Brown Principal & Dawn Bennett-Campbell Assistant Principal	Meeting notes, Agenda and Sign-in sheets	The Principal and Assistant Principal will facilitate all Title 1 SAC Meeting. IR Prep will have one guest speaker for our family engagement topic on our Title 1/SAC night. The Principal will add to the Superintendents monthly calendar.

Start: 12/15/22 End: 12/15/22	Title 1 SAC Meeting Treasure Coast Community Relations & Outreach Director Health Colette Heid at 5:30-6:30 PM	Dariyall Brown Principal & Dawn Bennett-Campbell Assistant Principal	Meeting notes, Agenda and Sign-in sheets	The Principal and Assistant Principal will facilitate all Title 1 SAC Meeting. IR Prep will have one guest speaker for our family engagement topic on our Title 1/SAC night. The Principal will add to the Superintendents monthly calendar.
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Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Liberty Magnet School

**School Improvement Plan
Continuous Improvement Systematized**



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Liberty Magnet School 0301

Principal (Last Name, First Name)

Harris, Takeisha

Assistant Principal(s)

Keaton, Jessica (Interim)

Racine, Kristen

Leadership Team

Principal, Takeisha Harris

Assistant Principal, Dr. Jessica Keaton

Literacy Coach, Lisa Bishop

K-3 Interventionist, Janexy Jelfimow

IB PYP Coordinator, Jamie Lunsford

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>36%</u>
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>14%</u> Economically Disadvantaged Students <u>36%</u> English Language Learners <u>5%</u> Hispanic Students <u>18%</u> Multiracial Students <u>6%</u> Students with Disabilities <u>14%</u>

	White Students <u>61%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	N/A		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	A	64%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	A	63%
2017-18	A	67%	
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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

School Vision Statement

Through its inquiry-led, transdisciplinary IB framework, Liberty Magnet challenges students to think for themselves and to 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 to our students where the Florida State Standards are taught 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. Guided by six transdisciplinary themes, students deepen their learning by developing their conceptual understandings, strengthening their knowledge, and enhancing their skills across and beyond subject areas.

Comprehensive Needs Assessment

Use PBI to analyze data and determine needs.

21-22	75%	68%	54%	79%	67%	43%	62%	448	64%	A
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
20-21	74%	57%	19%	70%	39%	17%	72%	348	50%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
18-19	78%	65%	42%	80%	70%	40%	69%	444	63%	A
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	

	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).** In the **Needs Assessment Summary**, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the **Needs Assessment Summary** below.

Needs Assessment Summary

SCHOOL GRADE BY ESE

ESE	ELA ACH	ELA LG	ELA BQ	MATH ACH	MATH LG	MATH BQ	SCI ACH	Total	COMP	Percent
N	83	74	71	85	73	54	69	509	7	73
Y	27	38	29	41	37	25	25	222	7	32

The Students with Disabilities subgroup fell below the 41% threshold.

Students in the subgroup will be paired with a mentor to monitor progress weekly towards grade level goals using a data notebook.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	School Cleanliness Score-3.3/5	These concerns were shared by our parents and staff.	Monitoring and Feedback	
	Hallway/Lunchroom/Assembly behavior 3.82/5			
Goal: By the end of the 2022-23 school year, positive student behaviors within the hallways, lunchroom, and assembly will demonstrate an increase on the Climate Survey scores by at least .5 points.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/10/22	Create SOAR (PBIS) Expectations shared with teachers and students.	Reignite Team	PBIS Class Rewards awarded to teachers	Monthly check of PBIS Rewards points earned
Start: 10/7/22 End: 10/10/22	Custodial Monthly Checklist	Takeisha Harris, Principal	Documentation of cleanliness of identified areas	Monthly custodial survey scores
Start: 9/1/22 End:	Classroom Cleanliness Survey for Teachers	Takeisha Harris, Principal	Custodian “scores” from teacher surveys.	Monthly Check in at Leadership

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
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Academics - Significant Data Findings	During the 2021-22 Impact Walks, Student Engagement was only evident in 67% of the classrooms visited.	Engaging instruction will yield more consistent and successful student participation and learning.	Engagement Strategies (Cooperative Learning)	
Academics - Significant Data Findings	Impact 1-81% (2021-22) Impact 2-100% (2021-22) Impact 3-67% (2021-22)			
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Students with Disabilities		
Goal: 80% of classrooms will be proficient in fully implementing standards-based instruction with engagement strategies embedded. This will be done as evidenced in our walkthroughs.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/4/22	Engagement Strategies reviewed and modeled during Preplanning PD.	Reignite Team (Harris, Bishop, Lunsford, Morrow, and Jelfimow)	Back to School Powerpoint with engagement activities	Reignite Team monitor teacher engagement when strategies are being introduced
Start: 8/3/22 End: 8/4/22	Teachers commit to using one engagement strategy DAILY.	Admin	Classroom Walkthrough Data	Harris and Keaton Classroom walks
Start: 8/3/22 End: 8/19/22	Revise Collaborative Planning Agendas to include engagement strategies	Grade Chairs	Grade Level Agendas	Grade Chairs will send final copy of CP agenda for use week of 8/22
Start: 9/1/22 End: 5/19/23	“Data Wall” (Virtual)	Admin Leadership Team	Shared grade levels files that document student data, progress, and interventions	Leadership team will monitor use of shared file
Start: 9/1/22 End: 5/19/23	ESSA Subgroup: ESE Student Driven Data Notebooks	Coach and Interventionist	Student monitoring sheet using assessment data	Coach and Interventionist create data sheet

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Based on feedback from School Advisory Council and Parent Climate Survey, parents prefer ONE mode for communication.	Stakeholder Feedback	Connection

Goal: 100% of teachers and parents will access PBIS Rewards to be informed of classroom and school events and activities.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 9/15/22	Teachers complete PBIS Rewards Training	Harris, Principal	PBIS Report: All teachers registered for PBIS	Harris will review PBIS Report
Start: 9/1/22 End: 5/28/23	Sunday phone calls to parents with announcements and updates.	Harris, Principal	School Messenger Log	Harris
Start: 9/15/22 End: 9/30/22	Families register to access PBIS Rewards to receive text messages and email	Harris, Principal	PBIS Report: All parents registered for PBIS	Harris will review PBIS Report
Start: 9/1/22 End: 5/28/23	Weekly Facebook posts/messages	Leadership Team	Facebook posts	Leadership Team

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an

“Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3	Connection	Teachers were led through PD which emphasized the power of relationships.	Relgnite Team
8/4	Engagement	Relgnite Team modeled engagement strategies. Teachers chose one strategy to practice daily for Quarter 1.	Relgnite Team

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	School Cleanliness Score-3.3/5	These concerns were shared by our parents and staff.	Monitoring and Feedback	
	Hallway/Lunchroom/Assembly behavior 3.82/5	These concerns were shared by our parents and staff.		
Goal: School will receive a score of 80% or better on quarterly communication and custodian surveys.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/10/22 End: 10/14/22	Quarter 1 School Cleanliness Survey	Takeisha Harris, Principal	Teacher Survey Results	Takeisha Harris, Principal
Start: 10/24/22 End: 12/16/22	Create next steps for Custodians based on survey	Takeisha Harris, Principal	Steps shared with SAC and PTA (stakeholders)	Takeisha Harris, Principal

Start: 10/10/22 End: 10/14/22	Quarter 1 School to Family Communication Survey	Jessica Keaton, Assistant Principal	Parent Survey Results	Jessica Keaton, Assistant Principal
Start: 10/24/22 End: 12/16/22	Create next steps for Leadership Team and Teachers based on survey results.	Jessica Keaton, Assistant Principal	Steps shared with SAC and PTA (stakeholders)	Jessica Keaton, Assistant Principal

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	During the 2021-22 Impact Walks, Monitoring was only evident in an average of 57% of the classrooms visited.	Engaging instruction will yield more consistent and successful student participation and learning.	Monitoring	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Students with Disabilities		
Goal: 80% of classrooms will implement strategies to monitor mastery of the learning target for all students as evidenced in our walkthrough feedback.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 10/10/22 End: 5/19/23	ESSA Subgroup: ESE Student Driven Data Notebooks	Lisa Bishop, Coach Janexy Jelfimow, Interventionist Jessica Stallings, Resource Teacher	Student files with progress monitoring data	Coach and Interventionist will review folders to check for data
Start: 10/17/22 End: 12/16/22	Monitor students in 4 th and 5 th grade who scored 2.5 on Reading and Math Assessments.	Takeisha Harris, Principal (4 th) Jessica Keaton, Assistant Principal(5 th)	Tracking Assessment Scores	Leadership Team-weekly during meetings.
Start: 10/17/22 End: 12/16/22	Review assessments and students progress to identify students maintaining and growing.	Takeisha Harris, Principal (4 th) Jessica Keaton, Assistant Principal(5 th)	Tracking Assessment Scores	Leadership Team-weekly during meetings.
Start: 10/10/22 End: 10/17/22	Provide feedback to teachers visited during impact walks (and school feedback to all)	Harris and Keaton	Results and Action Steps Handout created and shared with teachers	Handout

Start: 10/17/22 End: 12/16/22	Attendance: While overall attendance is over 95%, can there be a weekly visual of the grade levels for there to be an awareness that each grade plays a part in attendance for the school	Harris and Keaton	Weekly grade level attendance display in cafeteria	Attendance Display
Start: 10/17/22 End: 12/16/22	During weekly collaborative planning, create lessons that all teachers are accountable to uphold and follow, with questions for monitoring (to be added to engagement) that is intentionally planned for and then executed, as seen in walkthroughs	Harris and Keaton	Classroom Walkthroughs	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	During independent center time, teachers must plan for chunking information as they use Amplify to help students find success and to give them a purpose in reading informational text	Harris and Keaton	Classroom Walkthroughs	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	During weekly collaborative planning, teachers should plan for turn and talk opportunities with a structure to have students accountable for not only adding to the conversation but for actively listening	Harris and Keaton	Classroom Walkthroughs	Classroom Walkthrough Feedback

Start: 10/17/22 End: 12/16/22	During weekly collaborative planning, teachers need to plan what to do with early finishers and how to scaffold for those who may need a bit more support	Harris and Keaton	Lesson Plans	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	During small group instruction ELA, have structure to insure students know the purpose of the lesson and what they are looking for.	Harris and Keaton	Lesson Plans	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	During whole group and small group instruction, continue to use white boards, and teachers must consistently check for accuracy	Harris and Keaton	Classroom Walkthroughs	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	During independent time, allow students to check for accuracy with answer key	Harris and Keaton	Lesson Plans	Classroom Walkthrough Feedback
Start: 10/17/22 End: 12/16/22	District Approved Curriculum should be used during Tier 1 instructional time in all spaces	Harris and Keaton	Lesson Plans	Classroom Walkthrough Feedback

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Based on feedback from School Advisory Council and Parent Climate Survey, parents prefer ONE mode for communication.	Stakeholder Feedback	Connection
Goal: 90% of teachers and parents will be informed of classroom and school events and activities.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/10/22 End: 10/14/22	Quarter 1 School to Family Communication Survey	Jessica Keaton, Assistant Principal	Parent Survey Results	Jessica Keaton, Assistant Principal
Start: 10/24/22 End: 12/16/22	Create next steps for Leadership Team and Teachers based on survey results.	Jessica Keaton, Assistant Principal	Steps shared with SAC and PTA (stakeholders)	Jessica Keaton, Assistant Principal

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Osceola Magnet School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Osceola Magnet Elementary 0051

Principal (Last Name, First Name)

Norris, Jennifer

Assistant Principal(s)

Ern, Natalie

School Leadership Team

Principal, Jennifer Norris

Assistant Principal, Natalie Ern

K-2 Reading Instructional Coach, Kimberly Vollbracht

School Counselor, Elvin Padilla

Demographics

School Type and Grades Served	Elementary; Kindergarten- Fifth Grade
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	40%
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org)	Black/African American Students <u>62%</u> Economically Disadvantaged Students <u>64%</u> English Language Learners <u>n/a</u>

Add ESSA language	Hispanic Students <u>81%</u> Multiracial Students <u>81%</u> Students with Disabilities <u>51%</u> White Students <u>77%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	N/A		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	A	75%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	A	67%
	2017-18	A	64%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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

School Vision Statement

Osceola Magnet School strives to be a model for the state in the areas of Mathematics and Engineering Exploration with the integration of the Arts and Literacy in an engaging, positive and collaborative school community.

School Narrative

We are a Kindergarten through 5th grade Magnet elementary school whose Focus is on providing an integrative experience using a STEAM approach with a focus on Engineering and Math. We are a gold model SDIRC STEAM designated school as well as a gold status PBIS model school.

Our consistently high FSA scores, and our “A” school rating serve as evidence of our continuous quest for excellence. The concepts of math, science, and technology will be used to design and construct products, systems, and environments, to solve problems that people might encounter daily. Standards-based math and engineering concepts will be integrated throughout the curriculum at all grade levels. Engineering design challenges will be done to integrate, support, and reinforce core curriculum objectives

Comprehensive Needs Assessment

- Based on the EWS data below there is a need to support our students who are chronically absent which leads to lower percentages of those students who reach achievement.
- Based upon our state data, we will continue to support all students to increase our percentage of students who reach achievement in all areas.

Early Warning Indicators by Race/Eth

Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
Asian	9	1	11.11%					1	11.11%	2	22.22%		
Black or African American	89	16	17.98%			2	2.25%	13	14.61%	27	30.34%	4	4%
Hispanic	86	10	11.63%			2	2.33%	7	8.14%	14	16.28%	4	5%
Native Hawaiian or Other Pacific Islander	1	1	100.00%							1	100.00%		
Not Reported	2												
Other	46	9	19.57%			1	2.17%	3	6.52%	11	23.91%	2	4%
White	310	37	11.94%			2	0.65%	12	3.87%	47	15.16%	4	1%
Total	543	74	13.63%			7	1.29%	36	6.63%	102	18.78%	14	3%

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2
KG	86	6	6.98%						
01	96	17	17.71%						
02	91	16	17.58%						
03	95	10	10.53%			1	1.05%		
04	89	15	16.85%			6	6.74%	27	30.34%
05	86	10	11.63%					9	10.47%
Total	543	74	13.63%			7	1.29%	36	6.63%

21-22	78%	78%	69%	81%	78%	70%	71%	525	75%	A
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
20-21	78%	58%	55%	73%	46%	29%	74%	413	59%	B
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
18-19	78%	66%	54%	79%	75%	52%	68%	472	67%	A
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	

	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

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

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school's entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

N/A

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	There are 6 new support staff members and new roles that haven’t been defined for students, staff or families.	The number of new families and support staff has increased this year and adults & students need to be informed of who they can contact for different areas of support.	Advocacy	
	2021/22-58 total ODR’s, 14 in Q1			
Goal: To increase academic achievement for all students, 100% of all staff, students and families will know the academic and support resources available and have easy access to digital and physical supports.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 8/3/22	Clearly define roles and responsibilities of support staff	Jennifer Norris-Principal; Natalie Ern- Assistant Principal	Graphic organizer of staff roles and responsibilities	Admin; Aug 3rd
Start: 8/3/22 End: 8/3/22	Share graphic organizer with staff during preplanning	Norris & Ern	Staff will be able to answer scenario questions through oral Questioning at the end of preplanning meeting	Admin-Aug 3rd
Start: 8/2022 End: 10/10/22	Share staff/roles with families through school newsletters and PBIS messages	Norris & Teachers	Parents and staff contact the appropriate staff members directly instead of calling the secretary for assistance; by Oct 10 th we expect the number of role identification calls from families to be less than 5 per week.	Norris- weekly checks with secretary and support staff- secretary logs the number of calls requesting assistance with identification and contact information of roles from families

Start: 8/3/22 End: 8/15/22	Staff members create All About Me Bios in Canva.com	Staff & Diane Parentela, Media Specialist	Completed Biography digital slides in canva.com ready to be shared on social media and posted around campus in common areas	Parentela and Norris- Parentela assisted staff members with completion and questions through Sept 10th
Start: 8/19/22 End: 9/30/22	Introduction blurbs on daily video announcements for students	Mrs. Pressley, Media Assistant; Student news anchors	Finished/produced slides showed during daily video announcements; 1 slide per day	Norris, Ern, Pressley- morning announcement links reviewed daily by Norris/Ern
Start: 8/29/22 End: Ongoing	Share 1 to 5 completed biography slides, per week with families and community on social media(Facebook)- and post laminated paper copies in common area on campus by Open House for all families to view. Physical copies of biography slides will be available for viewing through the end of the first semester.	Mrs. Parentela, Media Specialist	Slides posted on social media(FB); physical copies of biography slides printed and posted in common area of campus for families and students to view	Norris, Ern- monitor number of likes on FB

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
Academics - Significant Data Findings	ESE Achievement Level ELA 41%, Math 49%, Science 25%	2022 FSA- Overall- ELA 77% Math 80%, Science 72%	Intentional planning for differentiation to meet all learners' levels during Tier 1 instruction.
		Overall achievement level is high, so the need is to focus on differentiation for all students during tier 1 instruction, not just Tier 2 and resource room/support facilitation.	
Academics - Significant Data Findings	ELA 3 rd grade- achievement is 71%	3 rd Grade ELA Achievement is trending downward; 21-22= 71% 20-21= 76% 18-19= 80%	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		N/A- However, closer examination of grade level data shows- 3 rd Grade- ESE ELA Achievement 38% 5 th Grade ESE ELA Achievement 25%	

Goal: To increase the achievement level of all students including ESE students, by the end of the 1st Quarter, collaborative planning with differentiation will be evident in 75% of classrooms and resource rooms when weekly and quarterly walkthroughs occur.

Implementation Plan for Academics

Implementation Date(s) Aug. 1 st - Oct. 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Preplanning End: 8/3/22	Review data and goals with school staff	Jennifer Norris, principal; Natalie Ern, Assistant Principal	All staff know the goals and why- staff created their own SIP business card	Norris & Ern- Pre-planning meeting
Start: 8/9/22 End: Ongoing	Step to support ESE grade level subgroups- Discuss collaborative planning logistics and how to include ESE resource teachers during grade level meetings	Norris, Ern; Megan Nesper- Resource Specialist	Evidence on collaborative planning form and see in action in classroom; ESE teachers present during collaborative planning meetings	Norris & Ern- Weekly Observe collaborative planning, general education, and ESE classrooms & adjust schedules as needed
Start: 8/4 and 8/9/22 End: 10/10/22	Update weekly collaborative planning template to include differentiation in all subjects	Leadership team and grade chairs; Kindergarten- Emily Kipp, First Grade- Bridget Bartus, 2 nd Grade- Beth Testa, 3 rd Grade- Jill Birnholz, 4 th Grade- Jennifer Morrow, 5 th Grade- Kristen Bruckner; ESE- Sarah Erickson	New form created and used	Monitored weekly by Norris & Ern-Grade levels observed using templates and submitted to leadership team weekly
Start:8/10/22 End: Ongoing	Teachers implementing differentiation	All classroom Teachers	“Evident” ratings on Impact Walkthrough tool when monitoring classroom instruction	Classroom walk throughs; Norris & Ern- weekly; Curriculum and Instruction impact walks- quarterly

Start: 8/10/22 End: Ongoing	Weekly leadership meetings focused on implementation of differentiation trend data that was collected from prior weeks informal walk throughs; team determines next steps to support implementation of differentiation for grade levels/teachers	Norris, Ern, Kimberly Vollbracht- K-2 Instructional Reading Coach	PD needs and collaborative planning focuses determined, support given in identified areas; differentiation “evident” on next weekly informal walks	Weekly- Leadership team determines follow up informal classroom walks to monitor for implementation of differentiation
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Family and Community Engagement

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	Capacity Building Strategy <small>One of the four C's</small>	
Significant Findings	60% of staff provide print and digital resources that parents can easily access to inform them of their students’ current educational topics and how they can support at home.	We want to increase parent engagement with the specific purpose of enhancing their students’ education.	Capabilities	
Goal: Increase availability of resources and activities that families can use at home to enhance their children’s learning that are directly tied to current weekly learnings at school, from 20% to 100%, by the end of Quarter 1.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 8/3/22 End: 2/3/22	Preplanning- Share Climate Survey Data	Leadership Team/ Administration	Presentation at Faculty Meeting	Administration will make sure the presentation is added to the preplanning faculty meeting agenda
Start: Preplanning and Collaborative Planning Days End: 10/10/22	Grade level Canvas course links created for family connections sections where each grade level can post current lesson resources for families	Grade Level Teams & Diane Parentela- Media Specialist	Resources posted to Canvas	Norris & Ern will check monthly on Canvas pages throughout the year and collect usage/link visits

Start: Preplanning Days End: 9/30/22	Create links for website and QR codes for parents to access canvas pages of resources for their students' grade level; create paper support materials and manipulatives by subject and grade level for Family Resource Corner	Brittany Eatman- 5 th Grade teacher; Diane Parentela; Tessa House- Reading Interventionist	Links on website; QR codes & materials are easily accessible in Family Resource Corner at school	Administration will check links on Osceola Magnet website and make sure QR codes & materials are posted in Family Resource Corner
Start: Orientation End: 9/30/22	Offer computer lab to parents to ensure they have created parent portals & can access FOCUS	Parentela, Norris, Nicole Rada- Computer Lab Tech	90% of parents have completed forms in FOCUS	Administration will monitor Focus parent acknowledgement forms completion, weekly
Start: Orientation End: 9/30/22	Hand out individual QR PBIS Rewards App codes to parents at Orientation & assist parents in downloading app	Teachers	90% of parents have downloaded and registered PBIS app,	Administration will monitor PBIS app registered users; weekly
Start: 9/1/22 End: 10/10/22	Create & Share Tips for Success with families in September & October school newsletter & weekly connect messenger calls; QR codes and links to grade level specific canvas pages shared in the newsletters for direct access	Norris & Mary Putzke- Front Office Secretary	Families begin visiting the parent resource center and canvas pages	Norris-weekly check of visitor log status; Parentela- weekly log of number of visits to canvas/website to access digital resources
Start: 8/10/22 End: ongoing	Teachers share weekly standards they are working on in weekly newsletters	Grade Levels	Weekly newsletters	Grade chair and Admin- weekly

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process

- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

[Opening of Schools Professional Development Agenda](#)

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	All SIP goals	Utilizing Power Bi data, admin will share the needs assessment for all 3 areas and all 3 SIP goals with specific actions at our pre-planning meeting. The teachers will create visuals to carry with them regarding our 3 SIP goals. The SIP goals will also be communicated in the Orientation welcome back letter to families.	School leadership team

[Parent Family Engagement Plan](#)

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

[Systems Review & Data.Com](#)

[Impact Review Walks](#)

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to

ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	As of Q1- 56% of students are considered to have adequate average daily attendance 30% of students have severe average daily attendance 14% of students have chronic average daily attendance	In order to increase student achievement, students need to be present at least 96% of the time to be considered to have adequate average daily attendance.	Environment	
Goal: To increase the percentage of students who are categorized as having "adequate" daily attendance(from 56% to 70%.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	Identify the students who are categorized as having chronic and severe attendance	Elvin Padilla, School Counselor; Norris, Ern, Putzke	Students are identified	Monthly meetings
Start: 10/17/22 End: 11/4/22	Leadership team meets to develop the attendance procedures for tracking students who have less than adequate attendance	Norris, Ern, Padilla	Attendance procedures are specifically outlined with clear roles, responsibilities and monthly meetings scheduled	Norris- monitor implementation of procedures during monthly meetings
Start: 10/17/22 End: 12/16/22	Share attendance procedures for tracking students who have less than adequate attendance with staff	Padilla	Staff understands and supports the attendance procedures;	Norris, Ern
Start: 10/17/22 End: 12/16/22	Schedule monthly attendance meetings with leadership team to track students attendance and determine next steps	Padilla	Monthly meetings are scheduled and student attendance is tracked, next steps identified and followed through on	Norris, Ern
Start: 10/17/22 End: 12/16/22	Recognize students with perfect attendance each month	Padilla, Norris	Students are recognized and other students are motivated to be part of the monthly recognition- thus increasing the number of perfect attendance students	Padilla, Norris-monthly
Start: 10/17/22 End: 12/16/22	Share weekly attendance rates and grade level with highest ADA in weekly school messenger calls to families	Norris	Weekly ADA increases and remains above 95.6%	Norris- Weekly
Start: 10/17/22 End: 12/16/22	Share weekly ADA and grade level with highest attendance with staff in our weekly Osceola Hi-Lights newsletter	Norris	Staff is aware of school and grade level ADA	Norris- weekly
Start: 10/17/22 End: 12/16/22	Share weekly ADA by grade level in common space on campus	Padilla	Students are aware of their grade level ADA and want to increase their ADA to be the top Grade level	Norris- weekly monitoring of board

Start: 10/17/22 End: 12/16/22	Create student council/K Kids Club focused on community outreach- identify 4 th & 5 th grade students to participate whose attendance is less than adequate	Norris, Ern, Padilla	Identified students have more of a vested interest and secondary purpose in coming to school each day and ADA increases	Norris, Padilla, Ern- Monthly during attendance review meetings
Start: 10/13/22 End: 10/13/22	Discipline and Attendance: Deep dive into the data with G. Bernal and Mr. Padilla, School Counselor	Padilla; Ginger Bernal- District School Counselor	Identified behavior and attendance trends across campus to determine next steps	Norris- information shared by Mr. Padilla during our school wide Impact Walk
Start: 10/13/22 End: 12/16/22	Attendance Next Step: 29% of students have severe attendance issues (90-95% attendance), while 17% have chronic attendance issues (below 90%). Most common day missed is Monday, especially with K students. In Q2 there will attendance incentive for parents to get their students to school. Attendance letters will go home monthly after being discussed during grade level meetings. Attendance incentives will occur for students as well.	Padilla; Ginger Bernal- District School Counselor	ADA attendance increases and number of students with chronic or severe attendance decreases	Norris, Padilla, Ern- Monthly during attendance review meetings
Start: 10/17/22 End: 12/16/22	Discipline Next Step: Support teachers who have the most ODR/CIR reports coming from their room, with class management and reinforcing of positive behaviors	Norris, Ern, Padilla	Number of ODR's and Minor Infractions decrease from Q1 to Q2. Teachers develop additional strategies to support our students with high needs.	Norris, Padilla, Ern- Monthly at the end of the attendance meeting

Start: 10/17/22 End: 12/16/22	Discipline Next Step: School counselor will support students with Tuesday "Chat and Chew" during lunch, to help with reinforcing positive behaviors for those students who could use support in this area	Norris, Ern, Padilla	Positive behaviors increase	Norris, Padilla, Ern- Monthly at the end of the attendance meeting
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	ESE Achievement Level ELA 41%, Math 49%, Science 25%	2022 FSA- Overall- ELA 77% Math 80%, Science 72%	Intentional planning for differentiation to meet all learners' levels during Tier 1 instruction.	
		Overall achievement level is high, so the need is to focus on differentiation for all students during tier 1 instruction, not just Tier 2 and resource room/support facilitation.		
	Differentiation was evident in 60% of classrooms according to school based weekly walks by leadership team	We did not meet our goal of observing differentiation in 75% of classrooms by the end of Quarter 1		
Academics - Significant Data Findings	ELA 3 rd grade- achievement is 71%	3 rd Grade ELA Achievement is trending downward; 21-22= 71% 20-21= 76% 18-19= 80%		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		N/A		
Goal: To increase the achievement level of all students including ESE students, by the end of the 2nd Quarter, collaborative planning with differentiation will be evident in 75% of classrooms and resource rooms when weekly and quarterly walkthroughs occur.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>

Start: 10/17/22 End: 12/16/22	Weekly leadership meetings focused on implementation of differentiation trend data that was collected from prior weeks informal walk throughs; team determines next steps to support implementation of differentiation for grade levels/teachers	Norris, Ern, Kimberly Vollbracht- K-2 Instructional Reading Coach	PD needs and collaborative planning focuses determined, support given in identified areas; differentiation “evident” on next weekly informal walks	Weekly- Leadership team determines follow up informal classroom walks to monitor for implementation of differentiation
Start: 10/17/22 End: 12/16/22	Teachers collaboratively plan for and implement differentiation during Tier 1 instruction	All classroom Teachers	“Evident” ratings on Impact Walkthrough tool when monitoring classroom instruction	Classroom walk throughs; Norris & Ern-weekly; Curriculum and Instruction impact walks- quarterly
Start: 10/17/22 End: 12/16/22	Share differentiation strategies and wonderings weekly in Osceola Hi-Lights-our weekly staff newsletter.	Norris	Teachers and grade levels gain more knowledge regarding differentiation	Leadership team monitors implementation of strategies in weekly walks and collaborative planning
Start: 10/24/22 End: 12/16/22	Leadership Team Book study with “Leading for Differentiation”- determine strategies to be shared with staff	Norris, Ern, Vollbracht	Leadership team leads teachers and grade levels in implementing differentiation	Weekly leadership meetings- share the strategy focused on-Norris
Start: 10/7/22 End: 10/7/22	October Faculty meeting – Differentiation PD	Norris/Ern	Teachers analyze text about differentiation with a Making Thinking Visible thinking routine- (Sentence Phrase, word)- then collaborate on vertical boards to identify trends of differentiation and next steps they plan to take	Norris- Microsoft form for staff to complete asking them 5 questions focusing on purpose of differentiation and needs to grow in this area
Start: 10/24/22 End: 11/4/22	½ day Grade Level collaborative planning meetings- focused on differentiation	Ern, Norris, Vollbracht	Grade levels plan for differentiation while planning for the nine weeks	Norris, Ern, Vollbracht- Collaborative planning notes/lesson plans

Start: 10/10/22 End: 10/10/22	Review Microsoft form survey to identify next steps for PD	Norris, Ern, Vollbracht	Needs identified and next steps planned for	Norris- follow up during weekly leadership meetings centered around the weekly trend data gathered
Start: 10/17/22 End: 12/16/22	Continue to create Lesson Plans that all teachers are accountable to uphold and follow, with ways to differentiate that are intentionally planned for and then executed, as seen in walkthroughs	Norris, Ern, K. Vollbracht	Increase in differentiation delivered during instruction	Norris- follow up during weekly leadership meetings centered around the weekly trend data gathered
Start: 10/17/22 End: 12/16/22	During weekly planning, teachers should continue to look at next steps and enrichment activities to extend the learning of students who complete tasks accurately before others, across content areas	Norris, Ern, K. Vollbracht	Increase in differentiation delivered during instruction	Norris- follow up during weekly leadership meetings centered around the weekly trend data gathered
Start: 10/17/22 End: 12/16/22	Teachers will intentionally plan for accountable talk or collaboration in all subject areas, daily	Norris, Ern, K. Vollbracht	Increase in collaboration amongst students observed during weekly trend walks- student engagement increases	Norris- follow up during weekly leadership meetings centered around the weekly trend data gathered
Start: 10/17/22 End: 12/16/22	Teachers should give specific feedback (peer to peer or with teacher), while they are monitoring during work time (ex. with use of marker, spoken specific suggestions/next steps) on a daily basis	Norris, Ern, K. Vollbracht	Increase in monitoring and feedback given observed during weekly trend walks	Norris- follow up during weekly leadership meetings centered around the weekly trend data gathered

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	30% of our families access our print and digital resources which inform them of their students' current educational topics and how they can support at home.	We want to increase parent engagement with the specific purpose of enhancing their students' education.	Capabilities	
Goal: : Increase usage of resources and activities that families can use at home to enhance their children's learning that are directly tied to current weekly learnings at school, from 30% to 80%, by the end of Quarter 2.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Create & Share Tips for Success with families in monthly school newsletters & weekly connect messenger calls; QR codes and links to grade level specific canvas pages shared in the monthly newsletters for direct access	Norris & Mary Putzke- Front Office Secretary	Families begin visiting the parent resource center and canvas pages	Norris-weekly check of visitor log status; Parentela- weekly log of number of visits to canvas/website to access digital resources
Start: 10/17/22 End: 12/16/22	Teachers share weekly standards they are working on in weekly grade level newsletters	Grade Levels	Weekly newsletters	Grade chair and Admin- weekly
Start: 10/17/22 End: 12/16/22	Grade level Canvas course links updated by topics as needed for family connections sections where each grade level can post current lesson resources for families	Grade Level Teams & Diane Parentela-Media Specialist	Resources posted to Canvas	Norris & Ern will check monthly on Canvas pages throughout the year and collect usage/link visits
Start: 10/21/22 End: 10/21/22	Tier 2 and Tier 3 students will receive paper copies of the QR code links for parents to easily access the digital resources and physical resources sent home in report cards	Kimberly Vollbracht, K-2 Reading Instructional Coach; Tessa House- Interventionist	Tier 2/3 students' families access digital resources	Norris- weekly checks with interventionist regarding family usage of materials

Start: 10/17/22 End: 12/16/22	Direct links to digital resources sent out through PBIS app	Norris	Increased usage of digital links	Parentela weekly log of number of visits to canvas/website to access digital resources
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Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Oslo Middle School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Oslo Middle School 0480

Principal (Last Name, First Name)

Kinsley, Craig

Assistant Principal(s)

Cummings, Anitra

Brown, Kenneth

Szpaichler, Jeremy

School Leadership Team:

Principal, Craig Kinsley

Assistant Principal, Anitra Cummings

Assistant Principal, Kenneth Brown

Assistant Principal, Jeremy Szpaichler

Reading Coach, Joanna Roux

Interventionist, Marsha Reese

Demographics

School Type and Grades Served	Middle
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>72%</u>

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students <u>43%</u> Economically Disadvantaged Students <u>45%</u> English Language Learners <u>44%</u> Hispanic Students <u>50%</u> Multiracial Students <u>48%</u> Students with Disabilities <u>26%</u> White Students <u>50%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year 2021-22 2020-21 2019-20 2018-19 2017-18	Letter Grade (A, B, C, D, F) C N/A N/A C C	Percentage 48% N/A N/A 51% 49%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 Vision Statement

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

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.

Comprehensive Needs Assessment

INDICATOR	6 TH	7 TH	8 TH	TOTAL
NUMBER OF STUDENTS ENROLLED	269	304	287	860
ATTENDANCE BELOW 90%	137	159	153	449
ONE OR MORE SUSPENSIONS	6	12	23	41
COURSE FAILURE ELA	2	34	17	53
COURSE FAILURE MATH	5	63	36	103
LVL 1 ON 21-22 ELA FSA	61	73	94	228
LVL 1 ON 21-22 MATH/ALG/GEO FSA	69	81	77	227

21-22	44%	44%	30%	41%	50%	60%	41%	55%	69%	434	48%
	ELA ACH	ELA LG	ELA BQ	Math ...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total
20-21	46%	47%	37%	40%	37%	32%	42%	65%	69%	415	46%
	ELA ACH	ELA LG	ELA BQ	Math A...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total
18-19	44%	54%	43%	48%	52%	49%	45%	62%	62%	459	51%
	ELA ACH	ELA LG	ELA BQ	Math ...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP

	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs

Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

Based on FSA data, SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.

The above subgroup will need additional action steps written in the academic section of the SIP.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
School Culture Significant Data Findings – SLT’s will discuss	1038 Non-Transportation ODR’s were processed in the 21-22 school year.	Discipline Impact on Climate and Culture	Environment
	Sixth Grade: 418 ODR’s Seventh Grade: 439 ODR’s Eighth Grade: 451 ODR’s Black vs White Risk Ratio for ODE 1.74	Discipline Impact on Climate and Culture	
	Student 21-22 Climate Survey results identified students rating a 2/5 for ‘There is a sense of belonging at my school’.	Discipline Impact on Climate and Culture	
	SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	Impact is Oslo Middle’s ESSA Group.	

Goal: Create and foster a positive learning environment for both students and staff.
 Student climate survey scores will increase 25% to reflect a sense of belonging at Oslo Middle School. Staff climate survey scores will increase 50% to reflect a sense of better behavior and orderly school at Oslo Middle School

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/8/22 End: 8/8/22	Assistant Principals meet with grade-level teams pre-week to facilitate an open forum to discuss staff reflections of the 21-22 school year.	Anitra Cummings, AP Ken Brown, AP Jeremy Szpaichler, AP	<i>Informal</i> feedback from staff regarding 21-22 school year. Admin meeting on 8/8/22 at 1:30, directly following first grade-level meeting	Craig Kinsley, Principal, will facilitate Reflection Meeting for AP’s at 1:30 on 8/8/22

<p>Start: 8/8/22 End: 10/14/22</p>	<p>Grade-level teams will meet monthly to discuss EWI grade-level data and create monthly initiatives to counteract negative data trends.</p>	<p>Heide Schwager, 6th Grade Level Chair Joanna Roux, 7th Grade Level Chair Marsha Reese, 8th Grade Level Chair</p>	<p>Monthly Grade-Level OMS Data Chat Document Completed at the conclusion of each grade-level meeting and will share with grade-level AP. An Action-Plan for a targeted grade-level EWI data point per month and will be shared with grade-level AP.</p>	<p>Craig Kinsley, Principal, will monitor scheduled Grade-Level Meetings and teacher attendance. Documentation will be monitored via the OMS MTSS Tier 2 Team.</p>
<p>Start: 8/8/22 End: 8/31/22</p>	<p>Create PBIS school teams to implement PBIS initiatives and incentive system.</p>	<p>Ken Brown, AP Rhonda Spivey, PBIS Coach</p>	<p>PBIS Signs PBIS Token System Implemented PBIS Q1 Planned Initiatives</p>	<p>Craig Kinsley, Principal, will meet with Ken Brown and Rhonda Spivey bi-weekly to monitor progress.</p>
<p>Start: 8/8/22 End: 10/14/22</p>	<p>Create MTSS Tier 2 Team that routinely meets to discuss, monitor, and implement Tier 2 Behavior Interventions.</p>	<p>Ken Brown, AP</p>	<p>A MTSS Tier 2 Team that will meet monthly to discuss grade-level EWI data, plan initiatives, and monitor progress.</p>	<p>Craig Kinsley, Principal, will facilitate MTSS Tier 2 Problem-Solving meeting for AP's, Grade-Level Chair, and PBIS/Success Coach to review completed EWI grade-level documents and discuss implementation and support at the end of each week in which a grade-level meeting was facilitated.</p>

Start: August 2022 End: October 2022	Teacher and Student of the Month	Anitra Cummings, AP	Students and Staff feel a belonging at OMS and is celebrated.	Craig Kinsley, Principal, will collaborate with Anitra Cummings on the selection and celebration of students and a teacher each month.
Start: October 2022 End: October 31 2022	80% of staff using PBIS Rewards to recognize student behavior	Ken Brown, AP	Tier 1 plan and rewards in place	Craig Kinsley, Principal, will collaborate with Ken Brown on facilitation of tier 1 celebrations

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	ELA ACH, LG, and BQLH fell 2%, 3%, and 7% between the 20-21 and 21-22 school year.	LG and BQLG lower than math by 6% and 30%. SWD LG and BQLG lower than math by 18% and 30%.	Collaborative Planning
	Science ACH fell 1% from the 20-21 to the 21-22 school year.	Steady Decline in ACH from 18-19 to 21-22.	
	Civics ACH fell 10% between the 20-21 and the 21-22 school year.	Significant Decline from 20-21 to 21-22	
	Black student achievement for ELA, MATH, and SCI were 33%, 29%, and 27% in the 21-22 school year.	Achievement Gap	
	SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	ESSA	
	Math LG and BQLG for SWD were 24% and 22% in the 21-22 school year.	MATH LG and BQLG for SWD were 42% and 52%.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		SWD fell below the 41% threshold reporting as SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	

Goal: Create and implement productive structures for academic role-alike collab planning in which teachers deepen their capacity to deliver standards-based instruction, using the principles of backwards design, that aligns to Florida Academic Standards, SDIRC Curriculum Maps, FAST/EOC Assessment Blueprints, and Standard Clarifications/Limits. Through these roll alike collaborative planning teachers will develop monitoring methods which will be evident in 50% of classrooms during walkthroughs.

Implementation Plan for Academics

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 8/10/22	Build role-alike collaborative planning periods in Master Schedule.	Craig Kinsley, Principal Jayla Burson, 8 th Grade Guidance Eathel Hart, 7 th Grade Guidance Ivonne Ferraro, 6 th Grade Guidance	Role-Alike teachers will have the same planning-period built into the Master Schedule.	Craig Kinsley, Principal, will meet routinely with the guidance counselors and review the master schedule at the conclusion of each business day.
Start: 8/1/2022 End: 8/31/2022	Create Wildcat Templates for collaboration monitoring, lesson planning, and data analysis.	Anitra Cummings, AP Jeremy Szpaichler, AP	Monitoring Documentation will be built and distributed to department chairs for use in monitoring the effectiveness and impact of collaborative planning: <ul style="list-style-type: none"> • Collaboration Monitoring/Pacing Calendar • OMS Lesson Plan Template Department Role-Alike Data Analysis Form for Common and State Assessments	Craig Kinsley, Principal, will meet with AP's the week of 8/31 to review documentation and assist in rollout for implementation.
Start: 8/4/2022 End: 8/4/2022	Meet with Department Chairs and Coaches Pre-Week to train on new expectations.	Craig Kinsley, Principal	Modifications to the Believe in Blue Handbook and Expectations of Collaborative Planning shared and discussed.	Craig Kinsley, Principal, will create agenda for meeting and facilitate meeting.
Start: 8/1/2022 End: 10/14/2022	Weekly leadership meeting to discuss effectiveness, data, need, and fidelity.	Craig Kinsley, Principal	Agenda's Grade-Level Data Academic Data	Craig Kinsley, Principal
Start: 8/1/2022 End: 10/14/2022	Coaches, teachers, and admin attend weekly collaborative planning.	Anitra Cummings, AP Ken Brown, AP Jeremy Szpaichler, AP	Assist with role-alike teams to ensure productive collaborative planning	Craig Kinsley, Principal, will monitor sign-in sheets, agendas, and collaborative planning documents.

Start: 9/1/2022 End: 10/14/2022	Weekly sweeps to monitor the goal and collect data for leadership team.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley,	Admin team conducts weekly walk-throughs and will meet to discuss collected data from walk-throughs.	Craig Kinsley, Principal, will schedule and facilitate classroom sweeps and admin debrief of collected data
Start: 9/1/2022 End: 10/14/2022	ESSA - Weekly sweeps to monitor the deliberate practices of teachers and support facilitators to enhance understanding of content by SWD	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Admin team conducts weekly walk-throughs and will meet to discuss collected data from walk-throughs. Admin will specifically look for the agreed steps by teacher and Support Facilitator seen in Collaborative Planning	Craig Kinsley, Principal, will schedule and facilitate classroom sweeps and admin debrief of collected data

Family and Community Engagement

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Capacity Building Strategy One of the four C's	
Significant Findings	Lack of PTSA in the 21-22 school year.	Lack of stakeholder involvement in 21-22 school year.	Connections	
Goal: During Quarter 1, OMS will establish and support a PTSA.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 8/2/22	Information provided at Wildcat Camp	Michelle Hastings, Teacher Craig Kinsley, Principal	Parent attendance at Parent PTSA Meeting on 8/2/2022	Craig Kinsley, Principal, will monitor by speaking with parents/guardians at Wildcat Camp.
Start: 8/2/22 End: 8/2/22	Parent Meeting with at least 10 parents/guardians present to vote.	Anitra Cummings, AP	Agenda from PTSA Meeting Sign-In Sheet Results of Vote	Craig Kinsley, Principal, will review agenda, review sign-in sheets, and attend event.
Start: 8/4/22 End: 8/4/22	Information provided and active recruitment at Oslo Middle School Orientation.	Anitra Cummings, AP	Increased stakeholder involvement in PTSA	Craig Kinsley, Principal, will review recruitment sign-up sheet.
Start: 8/1/22 End: 10/14/22	Establish and reach out to community partners/stakeholders.	Ken Brown, AP	Call Log/Communication Log from contact with partners/stakeholders and description of conversation.	Craig Kinsley, Principal, will monitor Call/Communication Log Monthly.

Start: 8/1/22 End: 10/14/22	Schedule and Facilitate First PTSA Meeting of the 22-23 school year.	Craig Kinsley, Principal	Calendar of schedule	Craig Kinsley, Principal, will monitor calendar of PTSA meetings.
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Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/8/22 12:30 – 2:00	Data Dive with Departments and Admin	Utilize PBi to distribute and discuss the data regarding areas of growth, goals, and specific actions with focus on SIP	Principal/Assistant Principals
8/9/22 10:00 – 11:00	School Systems	Describe, discuss and plan to implement school wide systems to promote a safe and orderly opening of schools	Principal/Assistant Principals

8/9/22 11:00 – 12:00	School Culture	Using Staff and Student Survey results, discuss and work through the impact of the “B” in B.L.U.E - Building Relationships	Principal/Assistant Principals
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Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	Student 21-22 Climate Survey results identified students rating a 2/5 for 'There is a sense of belonging at my school'	Student's sense of belonging has an impact on Climate and Culture	Environment
	SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	SWD's feeling of success and growth has an impact on Climate and Culture	
	Staff 21-22 Climate Survey results identified staff rating a 2.4 for 'Students behave well in the hallways and lunchroom'. " Rated 2.5 Students behave well in class."	Staff sense of structures, systems and orderly environment has an impact on Climate and Culture	
Goal: Create and foster a positive learning environment for both students and staff. Student climate survey scores will increase 25% to reflect a sense of belonging at Oslo Middle School. Staff climate survey scores will increase 50% to reflect a sense of better behavior and orderly school at Oslo Middle School			
Implementation Plan for School Culture			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Grade-level teams will meet monthly to discuss EWI grade-level data and create monthly initiatives to counteract negative data trends	Heide Schwager, 6 th Grade Level Chair Jaqueline Fuller-Rhaheed, 7 th Grade Level Chair Marsha Reese, 8 th Grade Level Chair	Monthly Grade-Level OMS Data Chat Document Completed at the conclusion of each grade-level meeting and will share with grade-level AP. An Action-Plan for a targeted grade-level EWI data point per month and will be shared with grade-level AP.	Craig Kinsley, Principal, will monitor scheduled Grade-Level Meetings and teacher attendance. Documentation will be monitored via the OMS MTSS Tier 2 Team.
Start: 10/17/22 End: 12/16/22	Create PBIS school teams to implement PBIS initiatives and incentive system.	Ken Brown, AP Rhonda Spivey, PBIS Coach	PBIS Signs PBIS Token System Implemented PBIS Q2 Planned Initiatives	Craig Kinsley, Principal, will meet with Ken Brown and Rhonda Spivey bi-weekly to monitor progress.
Start: 10/17/22 End: 10/17/22	Create MTSS Tier 2 Team that routinely meets to discuss, monitor, and implement Tier 2 Behavior Interventions.	Jeremy Szpaichler, AP	A MTSS Tier 2 Team that will meet monthly to discuss grade-level EWI data, plan initiatives, and monitor progress.	Jeremy Szpaichler, AP, will facilitate MTSS Tier 2 Problem-Solving meeting for AP's, Grade-Level Chair, and PBIS/Success Coach to review completed EWI grade-level documents and discuss implementation and support at the end of each week in which a grade-level meeting was facilitated. Report back to Craig Kinsley, Principal
Start: 10/17/22 End: 12/16/22	Teacher and Student of the Month	Anitra Cummings, AP	Students and Staff feel a belonging at OMS and are celebrated.	Craig Kinsley, Principal, will collaborate with Anitra Cummings on the selection and celebration of students and a teacher each month.

Start: 10/17/22 End: 12/17/22	80% of staff using PBIS Rewards to recognize student behavior	Ken Brown, AP	Tier 1 plan and rewards in place	Craig Kinsley, Principal, will collaborate with Ken Brown on facilitation of tier 1 celebrations
Start: 10/17/22 End: 12/16/22	Honor Roll, Attendance, Citizenship Awards	Anitra Cummings, AP	Students and Staff feel a belonging at OMS and are celebrated. Will reduce the amount of Chronic and Severe Attendance students by 10%	SLT will collaborate with on the selection and celebration of students and a teacher each month.
Start: 10/17/22 End: 12/16/22	School events and Rewards Based on positive behavior, attendance, grades	SLT	Students and Staff feel a belonging at OMS and are celebrated. Will reduce the amount of Chronic and Severe Attendance students by 10%	SLT will collaborate with on the

Academics

Data Rating	Data Findings & Area (Be specific in defining each data)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	ELA ACH, LG, and BQLH fell 2%, 3%, and 7% between the 20-21 and 21-22 school year.	LG and BQLG lower than math by 6% and 30%. SWD LG and BQLG lower than math by 18% and 30%	Collaborative Planning with focus on deliberately planning for monitoring strategies.
	Science ACH fell 1% from the 20-21 to the 21-22 school year.	Steady Decline in ACH from 18-19 to 21-22.	
	Civics ACH fell 10% between the 20-21 and the 21-22 school year.	Significant Decline from 20-21 to 21-22	
Academics - Significant Data Findings	Black student achievement for ELA, MATH, and SCI were 33%, 29%, and 27% in the 21-22 school year.	Achievement Gap	
	SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	ESSA	
	ELA LG and BQLG for SWD were 24% and 22% in the 21-22 school year.	SWD fell below the 41% threshold reporting as SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		SWD fell below the 41% threshold reporting as SWD student achievement for ELA, MATH, CIVICS, and SCI were 15%, 16%, 19%, and 27% in the 21-22 school year.	

Goal: Implement productive structures for academic role-alike collab planning in which teachers deepen their capacity to use consistent monitoring strategies to instruction.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Weekly leadership meeting to discuss effectiveness, data, need, and fidelity.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Agenda's Grade-Level Data Academic Data	Craig Kinsley, Principal
Start: 10/17/22 End: 12/16/22	Coaches, teachers, and admin attend weekly collaborative planning.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Assist with role-alike teams to ensure productive collaborative planning	Principal and AP's will monitor sign-in sheets, agendas, and collaborative planning documents.
Start: 10/17/22 End: 12/16/22	Weekly sweeps to monitor the goal and collect data for leadership team.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Admin team conducts weekly walk-throughs and will meet to discuss collected data from walk-throughs. Admin will specifically look for the agreed steps by teacher and Support Facilitator seen in Collaborative Planning	Craig Kinsley, Principal, will schedule and facilitate classroom sweeps and admin debrief of collected data
Start: 10/17/22 End: 12/16/22	ESSA - Weekly sweeps to monitor the deliberate practices of teachers and support facilitators to enhance understanding of content by SWD	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Admin team conducts weekly walk-throughs and will meet to discuss collected data from walk-throughs. Admin will specifically look for the agreed steps by teacher and Support Facilitator seen in Collaborative Planning	Craig Kinsley, Principal, will schedule and facilitate classroom sweeps and admin debrief of collected data
Start: 10/17/22 End: 12/16/22	Through Collaborative Planning have conversations to discuss how teachers are monitoring and what tools are needed to be successful	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Assist with role-alike teams to ensure productive collaborative planning	Principal and AP's will monitor sign-in sheets, agendas, and collaborative planning document

Start: 10/17/22 End: 12/16/22	Provide PD on Monitoring	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Identify monitoring strategies that all can employ and distribute through PD	Principal and AP's will monitor sign-in sheets, agendas, and collaborative planning document
Start: 10/17/22 End: 12/16/22	Within CP, teachers are discussing and choosing the math problems for the upcoming week to input in their lesson plans. Within CP, ensure that questioning and monitoring strategies are explicitly planned for implemented	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Assist with role-alike teams to ensure productive collaborative planning	Principal and AP's will monitor and assist with working through the discussions and planning aspect
Start: 10/17/22 End: 12/16/22	Provide specific feedback to math teachers on what instructional strategies were discussed in previous planning sessions and not observed.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Assist with role-alike teams to ensure productive collaborative planning	Principal and AP's will monitor and assist with working through the discussions and planning aspect
Start: 10/17/22 End: 12/16/22	Within CP, plan differentiation strategies through using all aspects of the district approved curriculum.	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Assist with role-alike teams to ensure productive collaborative planning	Principal and AP's will monitor and assist with working through the discussions and planning aspect
Start: 10/17/22 End: 12/16/22	ESSA -Bi-Weekly sweeps to monitor the deliberate practices of teachers and support facilitators to enhance understanding of content by SWD – Adding Data chats to Specifically target the needs of our SWD	Anitra Cummings, AP Ken Brown, AP Jeremy Szaichler, AP Craig Kinsley, Principal	Admin team conducts BI - weekly walk-throughs and will meet to discuss collected data from walk-throughs and formative assessments. Admin will specifically look for the agreed steps by teacher and Support Facilitator seen in Collaborative Planning	Craig Kinsley, Principal, will schedule and facilitate classroom sweeps and admin debrief of collected data

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
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Significant Findings	Lack of Parent involvement in the 21-22 school year.	Lack of stakeholder involvement in 21-22 school year.	Connections	
Goal: During Quarter 2, OMS and PTSA will work together to improve parental involvement at school educational and extra-curricular events by 50%.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Schedule and Facilitate First PTSA Joint fundraiser of the 22-23 school year.	Anitra Cummings, AP Craig Kinsley, Principal	Calendar of scheduled Fundraisers	Craig Kinsley, Principal, will monitor calendar of PTSA Fundraisers.
Start: 10/17/22 End: 12/16/22	Schedule and Facilitate PTSA sponsored events to improve membership and also bring together the stakeholders	Anitra Cummings, AP Craig Kinsley, Principal, PTSA President Rachel Riley	Calendar of scheduled Fundraisers	Craig Kinsley, Principal, will monitor calendar of PTSA Fundraisers
Start: 10/17/22 End: 12/16/22	Continue to foster relationships with community partners/stakeholders.	Ken Brown, AP Craig Kinsley, Principal	Call Log/Communication Log from contact with partners/stakeholders and description of conversation.	Craig Kinsley, Principal, will monitor calendar of PTSA Fundraisers
Start: 10/17/22 End: 12/16/22	Plan collaborative events with community / business partners/stakeholders	Ken Brown, AP Craig Kinsley, Principal	Calendar and descriptions of collaborative events with community / business partners/stakeholders	Craig Kinsley, Principal, will monitor calendar and descriptions of collaborative events with community / business partners/stakeholders
Start: 10/17/22 End: 12/16/22	Schedule and execute a dessert and refreshment night with the principal.	Craig Kinsley, Principal	Parent attendance, Agenda from Meeting Sign-In Sheet	Craig Kinsley, Principal
Start: 10/17/22 End: 12/16/22	Honor Roll, Attendance, Citizenship Awards	Anitra Cummings, AP Craig Kinsley, Principal	Parent and Student attendance, Agenda from Meeting Sign-In Sheet	SLT With Guidance Department.

Mid-Year Reflection

December 2022

- ♦ Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Pelican Island Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Pelican Island Elementary School 0121

Principal (Last Name, First Name)

Bagley, Felice

Assistant Principal (s)

Whelan, Kelsey

School Leadership Team

Principal, Felice Bagley

Assistant Principal, Kelsey Whelan

School Counselor, Rachel Williams

Literacy Coach, Jena Rowe

Math Coach, Jen Corey

Demographics

School Type and Grades Served	Elementary, PK-5
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	55%
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students: <u>44%</u> Economically Disadvantaged Students: <u>46%</u> English Language Learners: <u>N/A</u> Hispanic Students: <u>52%</u> Multiracial Students: <u>N/A</u>

(less than 41% will require ESSA add on component)	Students with Disabilities: <u>29%</u> White Students: <u>51%</u>		
ESSA Status (TS&I, CS&I)	TS & I The ESSA subgroup that falls below 41% is Students with Disabilities (29%).		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	50%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	48%
	2017-18	C	46%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

Inspire our Pelicans to SOAR to Success.

School Vision Statement

Empower our Pelicans to make Everyday Earth Day, positively impacting the school, the local community, and the 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.

Comprehensive Needs Assessment



School District of Indian River County
Pelican Island Elementary School
 1355 Schumann Drive, Sebastian, FL 32958
<https://pie.indianriverschools.org/>

2021-2022 School Profile

Principal: Heppern, Felice
 Principal Email: felice.heppern@indianriverschools.org
 Phone: 772-564-6500

ENROLLMENT										ACADEMIC PERFORMANCE				SCHOOL CULTURE				
Student Enrollment by Grade and Ethnicity**										School Grade**				20-21 Climate Survey				
GD	White		Black		Hispanic		Other		Total	2018-2019	2020-2021*			School Rating out of 5 (Strongly Agree)				
	Ct	%	Ct	%	Ct	%	Ct	%		C	NA			Subject	Parent	Staff	Student	
KG	35	54.7%	15	23.4%	8	12.5%	6	9.4%	64	Measures of School Grade				Success	4.76	4.60	4.87	
1	35	64.8%	12	22.2%	6	11.1%	1	1.9%	54	Component	18-19	20-21	Change	Safety	4.84	4.27	4.62	
2	26	66.7%	5	12.8%	5	12.8%	3	7.7%	39	ELA	Achievement	47	50	↑	Climate	4.79	4.43	NA
3	29	61.7%	11	23.4%	4	8.5%	3	6.4%	47	LG All	54	34	↓	Student Attendance**				
4	26	54.2%	13	27.1%	5	10.4%	4	8.3%	48	LG Low 25%	65	33	↓	% of students with an ADA below 90%, between 90-95% and above 95%.				
5	42	61.8%	17	25.0%	6	8.8%	3	4.4%	68	Math	Achievement	48	46	↓	ADA	<90%	90-95%	>95%
Exceptional Student Program Information**										21-22 ESE Students' Least Restrictive Environment**				% of Stud				
Program										77.9%				30% 28% 42%				
Number with Exceptionality										English Language Learners**				Average Daily Attendance**				
Exceptional Students										Count				Students				
Gifted (* = <10)										Percent				91.9%				
Total										18 5.6%								
										*Per FLDOE, due to the COVID-19 pandemic, school grades were not calculated for the 19-20 school year. Additionally, for 20-21, this school did not opt in for School Grades.								

TEACHER AND ADMINISTRATOR CHARACTERISTICS									
Staff Type	Staff Type by Ethnicity**								Total
	White, Non-Hisp.		Black, Non-Hisp.		Hispanic		Other		
	Ct	%	Ct	%	Ct	%	Ct	%	
Administrators	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Instructional Staff	28	82.4%	4	11.8%	2	5.9%	0	0.0%	34
Instructional Support	5	45.5%	2	18.2%	3	27.3%	1	0.0%	11
Non-Instruct. Support	4	40.0%	5	50.0%	1	10.0%	0	0.0%	10

Instructional Staff Degree Held**			
Level of Education	Ct	%	Total
Bachelors	20	52.6%	38
Masters	15	39.5%	
Specialist	3	7.9%	
Doctorate	0	0.0%	

ABOUT THE SCHOOL

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 and Certified Wildlife Habitat on which our school is set. Our Pelicans learn through an engaging, solution-oriented approach, they are exposed to gardening, composting, life cycles, recycling, sustainability, and conservation in a way that not only makes them experts, but true advocates for environmental science, impacting our world.

For more information on this school, click here: [English](#) | [Spanish](#)

**Data as of October 2021

TRANSPORTATION

School bus service provided for all students living within their home school zone outside of a 2 mile distance (w/in 2 mile if deemed hazardous walking conditions). Students attending their school of CHOICE will be provided a depot stop location which is not guaranteed to be within walking distance; which may require parent's assistance. Parents of K and 1st grade students are required to provide supervision at bus/depot stop locations during AM pickup and PM drop-off.

SCHOOL GRADE: ELEMENTARY Year: 2122

SDIRC STRONGER TOGETHER

FLDOE allowed schools to "opt in" to school grades for the 2020-21 school year. No SDIRC non-charter school opted in. Therefore, what is displayed is what would have been earned.

Schl	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Grade Percent	Grade
BES	76%	75%	56%	64%	65%	50%	61%	447	64%	A
CES	51%	53%	41%	60%	55%	47%	43%	350	50%	C
DES	42%	62%	54%	43%	54%	60%	31%	346	49%	C
FES	48%	53%	57%	54%	69%	76%	45%	402	57%	B
GES	50%	57%	59%	46%	45%	37%	41%	335	48%	C
IRA	50%	57%	48%	63%	74%	68%	57%	417	60%	B
LMS	75%	68%	54%	79%	67%	43%	62%	448	64%	A
OMS	78%	78%	69%	81%	78%	70%	71%	525	75%	A
PIES	51%	67%	64%	43%	48%	40%	37%	350	50%	C
RMS	72%	70%	51%	76%	66%	38%	65%	438	63%	A
SES	42%	65%	65%	49%	56%	51%	58%	386	55%	B
TCES	57%	56%	52%	63%	56%	64%	51%	399	57%	B
VBES	42%	55%	56%	49%	58%	62%	31%	353	50%	C

Year	51%	67%	64%	43%	48%	40%	37%	350	50%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
21-22	50%	34%	33%	46%	25%	17%	38%	243	35%	D
20-21	47%	54%	65%	48%	44%	37%	40%	335	48%	C
18-19	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection

<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

Needs Assessment Summary

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Through data analysis, the ESSA subgroup that falls below 41% is Students with Disabilities (29%). We will use Differentiation and Formative Assessments to address the ESSA subgroup of students with disabilities. We will also incorporate culturally responsive teaching and student engagement within STEAM integration through the lens of environmental science.

Data and Systems Review Organizer
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings	<ul style="list-style-type: none"> Staff Attendance Rate (2021-2022) – 93.3% Student ODR Count (2021-2022) – 79 	<ul style="list-style-type: none"> Increasing recognition will improve staff attendance rates. Increasing recognition will reduce ODR counts. 	Relationships	
Goals:				
<ul style="list-style-type: none"> The average staff attendance rate for quarter 1 will increase to 95%. Office discipline referrals (ODR's) for quarter 1 will be no more than 5. 				
Implementation Plan for School Culture				
Implementation Date(s): Aug. 1 st – Oct. 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	Staff MVP of the Month <ul style="list-style-type: none"> Obtain donations Choose monthly staff MVP 	All Staff	Completion of Shout-Out Nomination Slips Posting of MVP Staff on Bulletin Board	Staff feedback Survey - Administration
Start: 8/3/22 End: 10/14/22	Staff VIP Tickets <ul style="list-style-type: none"> Obtain donations / Purchase items Organize raffle / choose names 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	Issuing of VIP Tickets Execution of Raffle	Staff feedback Survey– Administration
Start: 8/10/22 End: 10/14/22	STAR Student <ul style="list-style-type: none"> Nominate students Print Certificates Celebrate during Lunch 	Rachel Williams, School Counselor	Issuing of Student Certificates Posting of STAR Student on Bulletin Board	Student feedback - School Counselor

Start: 8/10/22 End: 10/14/22	Positive Student Office Referrals <ul style="list-style-type: none"> Nominate students Call home 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	Issuing of Positive Referral Slips Posting Positive Referral on Bulletin Board	Student/Parent Feedback (Calls/Emails/PBIS Rewards rec'd from parents) - Administration
Start: 8/3/22 End: 10/14/22	SOAR Ticket Reward System <ul style="list-style-type: none"> Develop system Cash in SOAR tickets 	All Staff	<ul style="list-style-type: none"> Creation of Point System List 	Student feedback – Leadership Team
Start: 8/3/22 End: 10/14/22	Quarterly PBIS Celebration <ul style="list-style-type: none"> Collect behavior data/ODR's Plan celebration Obtain materials Attend party 	Rachel Williams, School Counselor PBIS Team	Picture Exhibiting Occurrence of PBIS Celebration	Student/Staff feedback – Leadership/PBIS Team will monitor discipline data.
Start: 8/3/22 End: 10/14/22	Attendance Incentives	Rachel Williams, School Counselor PBIS/Leadership Team	Offer an incentives (gift card drawing) for perfect attendance each quarter for parents, providing parents with an attendance letter to understand how minutes of tardy/early dismissal add up to instruction lost.	Parent Feedback

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
Academics – Significant Data Findings	<ul style="list-style-type: none"> FSA Math Overall Achievement Rate for 3rd-5th Grade (2021-2022) – 43% 	Increasing achievement rates in math and science will improve school grade.	Monitoring (Strategies Implemented into Plans During Collaborative Planning)
Academics – Significant Data Findings	<ul style="list-style-type: none"> SSA Science Overall Achievement Rate for 5th Grade (2021-2022) – 37% 		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ESE Subgroup – 29%	

Goal: While 100% of teachers will use monitoring strategies, it will be fully evident in at least 60% of the classrooms, and documented on the walkthrough data collection tool.

- The average end of topic math assessments will increase to 50% achievement in grades 3-5.
- The average end of chapter science assessments will increase to 50% achievement in grade 5.

Implementation Plan for Academics

Implementation Date(s): Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	Weekly Collaborative Planning <ul style="list-style-type: none"> • Schedule • Execute 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal Jennifer Corey, Math Coach	100% of grade levels will produce lesson plans during collaborative planning and include standards-based instruction, differentiated instruction, formative assessment(s), and questions. ESE Teachers will collaborate with grade level teachers to ensure all students are receiving standards-based instruction. Collaborative Planning Agenda	Lesson Plan Submissions – Grade Chairs & Coaches
Start: 8/3/22 End: 10/14/22	Data Chats <ul style="list-style-type: none"> • Schedule • Execute 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal Jena Rowe, ELA Coach	100% of teachers will monitor academic progress, especially with our ESE subgroup to ensure that all are finding success.	Data Chat Template Completion -Coaches
Start: 8/10/22 End: 10/14/22	Classroom Walkthroughs Targeting Monitoring Strategies <ul style="list-style-type: none"> • Schedule • Execute 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	60% of teachers will be evident in their monitoring strategies as seen on the walkthrough data collection tool. Once walkthrough is completed admin/coaches will give immediate feedback so that monitoring and formative assessments are consistently being reviewed.	Data Collection Tool – Leadership Team

Start: 8/3/22 End: 10/14/22	Explicit Support Facilitation <ul style="list-style-type: none"> Schedule Purposeful Planning Execute 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	4/4 support facilitation / ESE teachers will be intentionally scheduled. 4/4 support facilitation / ESE teachers will develop lesson plans during collaborative planning. 2/4 support facilitation / ESE teachers will implement lesson plans with fidelity.	Lesson Plans – Leadership Team
Start: 8/3/22 End: 10/14/22	STEAM Integration <ul style="list-style-type: none"> Plan Units Obtain Community Partners Implement Units 	Kelsey Whelan, Assistant Principal Jennifer Corey, Math Coach	Community partners (1) will visit 2+ times. 6/6 grade levels will develop 1 STEAM unit. 3/6 grade levels will implement STEAM unit with fidelity.	Unit Lesson Plans – Coaches STEAM Artifacts – Coaches
Start: 8/3/22 End: 10/14/22	Building Thinking Classrooms Integration <ul style="list-style-type: none"> Plan Units Obtain Community Partners Implement Units 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal Jennifer Corey, Math Coach	100% of math teachers will include Building Thinking Classroom questions in lesson plans developed during collaborative planning. 50% of math teachers will implement Building Thinking Classroom strategies with fidelity.	Lesson Plans – Math Coach Data Collection Tool – Leadership Team

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Family and Community Engagement – Significant Findings	Family Nights (2021-2022) - 0 during Quarter 1	School-wide family events tied to academic achievement are essential for academic growth and increase in school grade.	Connection	
Goal: Two (2) family and community engagement nights will be held in quarter 1.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s): Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 8/1/22 End: 9/15/22	Open House <ul style="list-style-type: none"> Plan engagement event Complete PD about parent engagement for teachers Market / promote event Gather / purchase materials Gather student artifacts Execute event 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	PD Information / Videos in Pelican Press about Family Engagement Display of STEAM Artifacts Visitation to STEAM Booths Return of STEAM Project Completed After Event	Passport Components Created / Gathered – Teachers
Start: 8/1/22 End: 10/1/22	ELC Family Event <ul style="list-style-type: none"> Plan presentations / activities Market / promote event. Execute event 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	Flyer	Preparation for Presentations / Activities – All Staff
Start: 8/15/22 End: 10/1/22	<ul style="list-style-type: none"> Increase awareness of Family/Engagement through various sources (social media, marquee, flyers, Connect Ed Call) 	Leadership Team	Sign-in Rosters - Increase in family attendance at events.	Review of attendance at each event/ leadership team

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.

- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22 9:00-10:00 am	Data, School Improvement Plan, African American Achievement Plan	Using Power Bi archive app, review 2021-2022 data to drive goals on the School Improvement and African American Achievement Plans.	Principal/Assistant Principal
8/3/22 10:15-10:45 am	STEAM Integration	Review STEAM Designation rubric, vertical plan, monthly checklists, and unit #1.	Assistant Principal
8/3/22 10:45-11:15 am	School Culture	Using Power Bi Discipline app, discuss reduction of ODRs through Positive Behavior Support (PBIS).	School Counselor
8/3/22 11:15-12:00 pm	School Culture	Create and deliver a training that incorporates teacher handbook, duty schedules, master schedule, and high needs areas.	Principal/Assistant Principal
8/3/22 1:00-2:00 pm	Data Dive	Teachers are introduced to the Power Bi Platform and teacher dashboard.	Jody Houston
8/8/22 Times Staggered by Grade	Data Dive with grade level teams	Utilize Power Bi to distribute and discuss data regarding areas of growth, goals, and specific actions.	School Leadership Team – Administration / Coaches
8/9/22 8:20-12:00 pm	Academic Achievement	Discuss formative assessments and differentiation.	Terry Morgan

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Staff Attendance Rate – 96.9% Quarter 1	Increasing recognition will improve staff attendance rates.	Relationships	
	Student ODR Count– (4) Quarter 1	Increasing student recognition will reduce ODR counts.		
Goal:				
<ul style="list-style-type: none"> • The average staff attendance rate for quarter 2 will remain 95% or higher. • Office discipline referrals (ODR's), during the school day, for quarter 2 will be no more than 5. 				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/15/22 End: 12/21/22	Staff MVP of the Month <ul style="list-style-type: none"> Choose monthly staff MVP Obtain donations 	All Staff	<ul style="list-style-type: none"> Completion of Shout-Out Nomination Slips Posting of MVP Staff on Bulletin Board 	Staff feedback Survey - Administration
Start: 10/15/22 End: 12/21/22	Staff VIP Tickets <ul style="list-style-type: none"> Obtain donations / Purchase items Organize raffle / choose names 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	<ul style="list-style-type: none"> Issuing of VIP Tickets Execution of Raffle 	Staff feedback Survey- Administration
Start: 10/15/22 End: 12/21/22	S.O.A.R Student <ul style="list-style-type: none"> Nominate students Print Certificates Recognize on morning announcements 	Rachel Williams, School Counselor	<ul style="list-style-type: none"> Issuing of Student Certificates Issue 25 SOAR point card Posting of SOAR Student on Bulletin Board 	Student feedback - School Counselor
Start: 10/15/22 End: 12/21/22	Positive Student Office Referrals <ul style="list-style-type: none"> Nominate students Communicate home 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	<ul style="list-style-type: none"> Issuing of Positive Referral Slips Posting Positive Referral on Bulletin Board 	Student/Parent Feedback (Calls/Emails/PBIS Rewards rec'd from parents) - Administration
Start: 10/15/22 End: 12/21/22	SOAR Ticket Reward System <ul style="list-style-type: none"> Implement Cash in SOAR tickets 	All Staff	<ul style="list-style-type: none"> Continuously updated the menu of reinforcement items Create assigned seating on bus Give SOAR tickets to bus drivers to be distributed to students 	Student feedback – Leadership Team
Start: 10/15/22 End: 12/21/22	Quarterly PBIS Celebration <ul style="list-style-type: none"> Collect behavior data/ODR's Plan celebration Obtain materials Attend party 	Rachel Williams, School Counselor PBIS Team	Picture Exhibiting Occurrence of PBIS Celebration	Student/Staff feedback – Leadership/PBIS Team will monitor discipline data.

Start: 10/15/22 End: 12/21/22	Attendance Incentives	Rachel Williams, School Counselor PBIS/Leadership Team	Offer an incentive (gift card drawings) for perfect attendance each quarter for parents, providing parents with an attendance letter to understand how minutes of tardy/early dismissal add up to instruction lost.	Parent Feedback
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	Math Data (end of topic math assessments) for 3 rd – 5 th Grade - Quarter 1 – 65%	Increasing achievement rates in math will improve school grade.	Monitoring (Strategies Implemented into Plans During Collaborative Planning)	
Academics - Significant Data Findings	Science Data for 5 th Grade Quarter 1 District Progress Monitoring – 53%	Increasing achievement rates in Science will improve school grade.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ESE Subgroup – 29%		
Goal: While 100% of teachers will use monitoring strategies, it will be fully evident in at least 65% of the classrooms and documented on the walkthrough data collection tool. <ul style="list-style-type: none"> The average end of topic math assessments will increase to 75% achievement in grades 3-5. The average district progress monitoring assessments will increase to 65% achievement in grade 5. 				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>

<p>Start: 10/18/22 End: 12/16/22</p>	<p>Weekly Collaborative Planning</p> <ul style="list-style-type: none"> • Execute 	<p>Felice Bagley, Principal</p> <p>Kelsey Whelan, Assistant Principal</p> <p>Jennifer Corey, Math Coach</p>	<p>80% of grade levels will produce lesson plans during collaborative planning and include standards-based instruction, differentiated instruction, formative assessment(s), and questions.</p> <p>ESE Teachers will collaborate with grade level teachers to ensure all students are receiving standards-based instruction.</p> <p>Collaborative Planning Agenda</p> <p>Continue to create Weekly Lesson Plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs.</p> <p>Address pacing and chunking in Amplify to teach to the full extent of the standard</p>	<p>Lesson Plan Submissions – Grade Chairs & Coaches</p>
<p>Start: 10/18/22 End: 12/16/22</p>	<p>Data Chats</p> <ul style="list-style-type: none"> • Schedule • Execute 	<p>Felice Bagley, Principal</p> <p>Kelsey Whelan, Assistant Principal</p> <p>Jena Rowe, ELA Coach</p>	<p>100% of teachers will monitor academic progress, especially with our ESE subgroup to ensure that all are finding success.</p> <p>Specific feedback given to students: Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure) to increase student understanding</p>	<p>Data Chat Template Completion - Teachers</p>

<p>Start: 10/18/22 End: 12/16/22</p>	<p>Classroom Walkthroughs Targeting Monitoring Strategies</p> <ul style="list-style-type: none"> • Schedule • Execute 	<p>Felice Bagley, Principal</p> <p>Kelsey Whelan, Assistant Principal</p>	<p>70% of teachers will be evident in their monitoring strategies as seen on the walkthrough data collection tool. Once walkthrough is completed admin/coaches will give immediate feedback so that monitoring and formative assessments are consistently being reviewed.</p> <p>Teachers actively involved in accountable talk in all subject areas, daily with a protocol in place for student accountability (white boards, timers)</p> <p>Students will have criteria for success (ex. rubric, exemplar, visual schedule of next steps) to be utilized and checked on a regular basis</p>	<p>Data Collection Tool – Leadership Team</p>
<p>Start: 10/18/22 End: 12/16/22</p>	<p>Explicit Support Facilitation</p> <ul style="list-style-type: none"> • Purposeful Planning • Execute 	<p>Felice Bagley, Principal</p> <p>Kelsey Whelan, Assistant Principal</p>	<p>4/4 support facilitation / ESE teachers will be intentionally scheduled.</p> <p>2/4 support facilitation / ESE teachers will develop lesson plans during collaborative planning.</p> <p>2/4 support facilitation / ESE teachers will implement lesson plans with fidelity.</p>	<p>Lesson Plans – Leadership Team</p>
<p>Start: 10/18/22 End: 12/17/22</p>	<p>STEAM Integration</p> <ul style="list-style-type: none"> • Plan Units • Obtain Community Partners • Implement Units 	<p>Kelsey Whelan, Assistant Principal</p> <p>Jennifer Corey, Math Coach</p>	<p>Community partners (2) will visit 2+ times.</p> <p>6/6 grade levels will develop 1 STEAM unit.</p> <p>3/6 grade levels will implement STEAM unit with fidelity.</p>	<p>Unit Lesson Plans – Coaches</p> <p>STEAM Artifacts – Coaches</p>

Start: 10/18/22 End: 12/17/22	Building Thinking Classrooms Integration <ul style="list-style-type: none"> Plan Units Obtain Community Partners Implement Units 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal Jennifer Corey, Math Coach	75% of math teachers will include Building Thinking Classroom questions in lesson plans developed during collaborative planning. 65% of math teachers will implement Building Thinking Classroom strategies with fidelity.	Lesson Plans – Math Coach Data Collection Tool – Leadership Team
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Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Family Engagement Events Quarter 1 (2022-2023) – (2)	School-wide family events tied to academic achievement are essential for academic growth and increase in school grade.	Connection

Goal: Three (3) Family and Community engagement events will be held in quarter 2.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/15/22 End: 12/15/22	School Choice & Community Extravaganza <ul style="list-style-type: none"> Market / promote event Gather / purchase materials 	Felice Bagley, Principal Kelsey Whelan, Assistant Principal	<ul style="list-style-type: none"> Families attendance 	Preparation for Activities – Leadership Team
Start: 10/27/22 End: 10/27/22	Conference Night <ul style="list-style-type: none"> Schedule individual conferences 	All Teachers	<ul style="list-style-type: none"> Sign-in sheet 	Review of attendance Felice Bagley, Principal Kelsey Whelan, Asst. Principal

Start: 10/18/22 End: 12/13/22	PIE Family & STEAM Night (K-5) <ul style="list-style-type: none"> Plan activities (STEAM & Student Performance Market / promote event. Execute event 	Felice Bagley, Principal Kelsey Whelan, Assistant Jennifer Corey, Math Coach Jena Rowe, Reading Coach	<ul style="list-style-type: none"> Flyer Display of STEAM Artifact Student Performance 	Preparation for Activities – Leadership Team
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Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Rosewood Magnet School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Rosewood Magnet School 0041

Principal (Last Name, First Name)

Faust, Adam

School Leadership Team

Principal, Adam Faust

Assistant Principal, Colleen Lord

Literacy Coach, Julie Carroll

Interventionist, Jessica Napier

Resource Specialist, Jennifer Lomascolo

ESE Teacher, Stephanie Topp

ESE Teacher, Brittany Boccia

School Counselor, Kristine Clarke

Student Coach, Latasha Lutman

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>34%</u>

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students <u>49%</u> Economically Disadvantaged Students <u>53%</u> English Language Learners <u>0%</u> Hispanic Students <u>79%</u> Multiracial Students <u>0%</u> Students with Disabilities <u>37%</u> White Students <u>66%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)-Yes for TS&I-Students with Disabilities	TS & I-Student with Disabilities Survey Data 2021-22 37% 2019-20 43% 2018-19 53%		
School Grade History	Year 2021-22 2020-21 2019-20 2018-19 2017-18	Letter Grade (A, B, C, D, F) A N/A N/A A B	Percentage 63% N/A N/A 69% 61%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

The mission of Rosewood Magnet, a Core Knowledge School, is to educate every student by involving parents, staff, and the community in a caring environment where academic excellence leads to responsible, productive citizens.

School Vision Statement

Everything we do at Rosewood Magnet School is focused on providing our students with an excellent education in a nurturing environment. We strive to achieve this goal through our integrated Core Knowledge curriculum, behavioral and dress codes, and active parent involvement. We expect much, not only from our staff, but from our students and their parents...and year after year, these high expectations have been met with outstanding results!

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...”

Comprehensive Needs Assessment

Early Warning Indicators by Grade Level 2021-22 (Current Student Population)

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct Course Failure	% CF	Ct Lve1/2	% Lve1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
KG	82	1	1.22					1	1.22		
1	89	12	13.48					12	13.48		
2	85	10	11.76	1	1.18			11	12.94		
3	93	11	11.83	3	3.23			12	12.90	2	2
4	90	6	6.67			30	33.33	35	38.89	1	1
5	86	8	9.30	2	2.33	18	20.93	23	26.74	4	5
Total	525	48	9.14	6	1.14	48	9.14	94	17.90	7	1

School Grade Florida Department of Education Data

Year	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	Sci ACH	Total Pts	Percent	Grade
21-22	72	70	51	76	66	38	65	438	63	A
20-21	74	60	57	76	73	55	68	463	66	A
18-19	75	66	60	77	70	57	76	481	69	A

TS & I-Student with Disabilities Survey Data

2021-22 37%
2019-20 43%
2018-19 53%

ESSA Subgroup Students with Disabilities 2021-2022

ESE	ELA Ach	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	Sci ACH	Total Pts	Percent
N	79	74	56	84	72	41	73	467	68
Y	34	52	44	34	35	33	29	261	37

The Early Warning System (EWS) identified 33.33 % of Fourth Grade students at Level 1 or 2 on the FSA. Eighteen percent of the Fifth Grade students were at Level 1 or 2. The EWS identified 38.89% of the Fourth Grade students as having one or more indicators.

Students increased ELA Learning Gains from 60% in 2020-21 to 70% in 2021-22. The students in the ELA Bottom Quartile decreased proficiency from 57 in 2020-21 to 51% in 2021-22. The most significant drop was in Math Bottom Quartile from 55% in 2020-21 to 38% in 2021-22. This is an identified area of need in School Grade and the ESSA data 2021-22. Science Achievement decreased from 68% to 65% on the FLDOE School Grade. Science was notably lower for Students with Disabilities in the ESSA Data at 29% for Students with Disabilities as compared to 73% for Students not identified as ESE.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Reignite

Reignite Summer Institute will provide School Leadership Teams (SLT's) with the opportunity to continue to collaborate and participate in training courses designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps (**in Academic Programs only**) in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Needs Assessment Summary

The ESSA data show the subgroup of ESE was below 41% in 2021-22. The overall percent was 37%, with Science Achievement at 29%, ELA and Math Achievement at 34%. This identified school-wide priority will be addressed through the implementation of goal setting and monitoring progress with student driven data notebooks. Teachers will conference with students and provide feedback. The school-based Literacy Team will support professional development with strategies to engage ESE students.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT’s will discuss	Data from Climate Survey indicates lowest scores in the area of student-to-student respect (2.0).	In the 2022-2023 school year, there are 22 new employees joining the team. It will be imperative that we develop expectations and relationships centered around respectful responsible behavior to ensure students have appropriate role models and feel welcomed.	Build relationships with stakeholders will implement the School Wide Expectations- Be Respectful, Be Responsible, and Be Ready to Learn. Don’t forget to Stop and Think, to make Safe Choices.	
	Data from Climate Survey indicates lowest scores in the area of staff to student communication-talking to and greeting students in the hallway (3.5).			
Goal: The established norms and expectations-(Respectful, Responsible, and Ready to Learn) are communicated so that all stakeholders will feel welcomed and respected resulting in an increase in attendance (from 2021-22-94.9% to 2022-23-96%) and a decrease in discipline referrals (from 2021-22 – 42 referrals to 2022-23 – 30 referrals).				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	Communicating Climate Survey results to staff during preservice	Adam Faust, Principal Dr. Colleen Lord, Assistant Principal	Sign in sheets and agenda	Ongoing data review twice monthly during leadership/grade chair meetings. We will use Power Bi to monitor CIR’s and ODR’s, to help update and develop strategies to ensure expectations are being followed.

Start: 8/3/22 End: 10/14/22	Establishing norms and non-negotiables by staff protocol	Leadership Team	Power Bi Monday briefing dashboard to determine trends in discipline and attendance.	Ongoing data review twice monthly during leadership/grade chair meetings.
Start: 8/3/22 End: 10/14/22	PBIS review and reminders of school-wide expectations during preservice	Leadership Team	PBIS Report data review bi-weekly to see progress with rewards and goals.	Ongoing data review twice monthly during leadership/grade chair meetings.
Start: 8/25/22 End: 9/25/22	PBIS Rewards Training Open House Connection	Leadership Team, Digital Integration Specialist	100% of families are connected to the PBIS platform.	Monthly during leadership meetings.

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>(Which High Yield Strategies will contribute the most to school improvement?)</small>	
Academics - Significant Data Findings	2022 FSA BQ Math Level 3+ (38%) dropped 17 percentage points from 2021 (55%)	The drop in percentage points was significant and needs to be addressed.	Collaborative planning / Engagement Strategies	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Students with Disabilities scored 37%, this is below the 41% Federal Index for ESSA.		
Goal: Engagement strategies will be evident in 75% of all classrooms and will be included in the collaborative planning template and this will result in an increase in student achievement scores including an increase from 37% to 44% for students with disabilities in the ESSA index and from 63% overall to 68% for all students.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 8/3/22 End: 10/14/22	Deliver professional development during preplanning on engagement Kagan strategies	Dr. Colleen Lord, Assistant Principal	PD Survey	PD Rosters Classroom Walkthroughs indicating Implementation of PD

Start: 8/3/22 End: 10/9/22	Establish collaborative planning norms and template	Leadership team Principal, Adam Faust Assistant Principal, Colleen Lord; Instructional Coach, Julie Carroll; Kristine Clarke, School Counselor; Jennifer Lomascolo; Resource Specialist	Impact reviews will document 75% or higher for student engagement strategies	Collaborative planning minutes
Start: 8/22/22 End: 10/14/22 2022	Conduct weekly classroom walk throughs to monitor student engagement strategies. Data to be used to find training to support deliberate instructional engagement strategy follow up during monthly Faculty meeting days starting in October.	Principal, Adam Faust Assistant Principal, Colleen; Julie Carroll	Walk through data	Leadership calendars
Start: 9/1/22 End: 10/14/22	ESSA: SWD Student Driven Data Notebooks Teachers will meet with students to set goals, reflect, and support their progress.	Coach, Interventionist, and ESE teachers	Student files with progress monitoring data-	Coach and Interventionist will review folders to check for data and trends.
Start: 9/1/22 End: 10/14/22	ESSA: SWD School-based Literacy Team addresses engagement and ESE students in Gen Ed classes. The team utilizes Collaborative Planning and Focused PD connected to engagement strategies to increase teacher effectiveness and impact student achievement. Dates for the before-school PD are October 18 th , 21 st , November 15 th , 16 th , and December 7 th and 8 th .	Leadership team Principal, Adam Faust Assistant Principal, Colleen Lord; Instructional Coach, Julie Carroll; Kristine Clarke, School Counselor; Jennifer Lomascolo; Resource Specialist	Increased outcomes on iReady and FAST data.	Monthly data chats and biweekly leadership meetings. Classroom walkthroughs will monitor implementation of PD.

Start: 9/1/22 End: 10/14/22	Leadership Team will review walkthrough data to determine strengths and area of need for implementation of engagement strategies, levels of student engagement in classrooms, standards-based instruction, and implementation of grade level curriculum. Additional targeted PD and feedback will be given to teachers.	Leadership team Principal, Adam Faust Assistant Principal, Colleen Lord; Julie Carroll, Literacy Coach	Classroom Walkthrough Data; Feedback Provided	Walkthrough data on Forms; Leadership RMS Team Meetings
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Family and Community Engagement

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	Capacity Building Strategy <small>(One of the four C's)</small>
Significant Findings	School climate survey Improve communication i.e., in areas of guidance, extracurricular activities	The feedback from the climate survey made it clear that streamlined communication would help our families stay engaged. We also want our families to be a true partner in the education of their child by engaging and working throughout the school year.	Connections: important relationships and networks

Goal: Every grade level team will have a SCORE knowledge day (STEAM + CORE) in the Quarter One (Aug – Oct 14th) with a tangible item (an extension for learning) for families to take home with 80% of our families participating/engaged.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	Preservice expectations and goal setting with teacher for SCORE days and parental involvement.	All staff	Sign in sheets, school calendar with SCORE days for each grade level	Principal, assistant principal will monitor through collaborative planning and grade level chair meetings
Start: 8/3/22 End: 10/14/22	The principal and school team will promote FOCUS accounts with all students.	All staff	100% of families have a FOCUS account.	Principal, assistant principal, counselor

Start: 8/3/22 End:10/14/22	Align SCORE days by grade level and plan out the day of implementation.	All staff	Calendar	Principal, assistant principal, coach and teachers
Start: 8/3/22 End:10/14/22	Grade level comes together to plan for STEAM Day extension activities.	Teachers, support staff and admin	Extension activities	Principal, assistant principal, coach and teachers

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	Welcome back PD centered around SIP and school	Presentations and activities will be connected to team building, data mining,	Principal, assistant principal, school leadership team

	culture/theme for the school year	and collaborative planning to ensure success and understanding for all team members.	
8/8/22	Power Bi	Staff will meet with Jody Houston and break down the components of the teacher Power Bi	Jody Houston (district data coach)
8/8/22	Collaborative planning	Grade level teams will identify important components for effective collaborative planning (norms, roles, processes, monitoring)	Assistant Principal
8/9/22	Engagement strategies	Instructional staff will identify engagement strategies appropriate for their grade level/content area to accelerate learning.	Assistant Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL’s – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	Data from Climate Survey indicates lowest scores in the area of student-to-student respect (2.0).	In the 2022-2023 school year, there are 22 new employees joining the team. It will be imperative that we develop expectations and relationships centered around respectful responsible behavior to ensure students have appropriate role models and feel welcomed.	Build relationships with stakeholders will implement the School Wide Expectations- Be Respectful, Be Responsible, and Be Ready to Learn. Don’t forget to Stop and Think, to make Safe Choices.	
Goal: All stakeholders will feel welcomed and respected resulting in an increase in attendance (from 2021-22- 94.9% to 2022-23-96%) and a decrease in discipline referrals (from 2021-22 – 42 referrals to 2022-23 – 30 referrals).				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/21/22	Weekly communication of Attendance and Discipline data to all stakeholders (teachers, staff, and families) through team meetings, social media and on the weekly phone calls.	Adam Faust, Dr. Colleen Lord, Teachers, and staff	Attendance at or above the 96% goal. As of 10/5/2022 we are at 96.2%.	Ongoing data review twice monthly during leadership/grade chair meetings. We will use Power Bi to monitor
Start: 10/27/22 End: 10/27/22	PBIS Rewards Parent Conference Night Check Up. Parents will be asked to visit the café to learn more about PBIS rewards and how they can use the app effectively.	Adam Faust, Dr. Colleen Lord, Jasmin Jackson, Ericka Fischer	Parent sign in sheet and have a 95% of parents connected to the PBIS app.	Weekly checkup using the PBIS dashboard with the leadership team and grade level teams.
Start: 10/17/22 End: 12/21/22	Weekly PBIS Teacher Champion shout out connected to PBIS use. Each week one staff member will be recognized on the announcements for their PBIS App use.	Adam Faust	PBIS Dashboard data.	The principal will review the PBIS Dashboard to provide feedback to teachers and staff using the platform weekly. Feedback will be given through e-mail, in person and the weekly staff newsletter.
Start: 10/17/22 End: 12/21/22	Identify and support teachers who need PBIS coaching.	Leadership Team	Positive trends in weekly PBIS Staff Report	Weekly PBIS reports shared with staff.
Start: 10/17/22 End: 10/17/22	Students with perfect attendance will attend the Perfect Attendance Celebration Lunch on October 17, 2022.	Adam Faust	Weekly attendance reports. Celebration roster.	Leadership team will monitor student attendance through weekly reports.

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	2022 FSA BQ Math Level 3+ (38%) dropped 17 percentage points from 2021 (55%)	The drop in percentage points was significant and needs to be addressed.	Collaborative planning / Engagement Strategies
Academics - Significant Data Findings			

List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Students with Disabilities scored 37%, this is below the 41% Federal Index for ESSA.
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Goal: Engagement strategies will be evident in 90% of all classrooms and will be included in the collaborative planning template and this will result in an increase in student achievement scores including an increase from 37% to 44% for students with disabilities in the ESSA index and from 63% overall to 68% for all students. We ended the 1st phase with 72% of our classrooms showing evidence of engagement strategies and have increased the goal to 90% for phase 2.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/21/22	PD to practice Panther professional development for teachers. Teachers will attend three PD sessions during the second semester centered around engagement strategies.	Dr. Colleen Lord, Adam Faust	90% of all classrooms visited with show evidence of student engagement strategies.	Weekly classroom walkthroughs using the SIP monitoring tool.
Start: 10/17/22 End: 12/21/22	Teachers will meet with students and review academic, attendance and behaviors goals for the first nine weeks.	Adam Faust, Dr. Colleen Lord, Teachers, Students	Teachers will meet with students and families during conference week to review, reflect and set goals for the second nine weeks.	Teachers and the leadership team will meet with students and families to review, reflect, and set goals connected to academics, behavior and attendance.
Start: 10/17/22 End: 12/21/22	ESSA: SWD Student Driven Data Notebooks Teachers will meet with students to set goals, reflect, and support their progress.	Coach, Interventionist, and ESE teachers	Student files with progress monitoring data will show a positive trend in scores.	Coach and Interventionist will review folders to check for data and trends.
Start: 10/17/22 End: 12/21/22	Collaborative Planning includes discussion of engagement strategies, which are intentionally planned for on a weekly basis with administration and/or coach present.	Administration, teachers, and coaches.	90% of all classrooms visited with show evidence of student engagement strategies.	Administrators, teachers, and coaches.

Start: 10/17/22 End: 12/21/22	Intentionally plan for and have teachers check on how students are actively involved in accountable talk in all subject areas, daily.	Administration, teachers, and coaches.	90% of all classrooms visited with show evidence of student engagement strategies.	Administrators, teachers, and coaches.
Start: 10/17/22 End: 12/21/22	Collaborative Planning sessions with Megan Brescia, Math Specialist to help with grade 4 pacing and district approved curriculum	Administration, Megan Brescia, and teachers	The pacing and information are aligned to the district plan.	Administrators, Brescia, teachers, and coaches.
Start: 10/17/22 End: 12/21/22	Continued support from Curriculum and Instruction on a weekly basis to maintain the science proficiency of 65%, with M. DiRocco. M. DiRocco needs to bring teachers in need to watch other teacher model lessons, help with collaborative planning and model as needed using SBI and district approved curriculum	Administration, Mitzi Dirocco, and teachers	Student engagement is evident in 90% of walkthroughs.	Administrators, Brescia, teachers, and coaches.
Start: 10/17/22 End: 12/21/22	Provide individual feedback to teachers visited during Impact Reviews and Learning Walks.	Adam Faust, Dr. Colleen Lord	Walkthrough forms.	Adam Faust and Dr. Colleen Lord
Start: 10/17/22 End: 12/21/22	Teachers have been identified in need of classroom management and C. Navarro will reach out to Mr. Faust to schedule support. T. Beckham will also collaborate so that support is streamlined.	C. Navarro, Teri Beckham, and Adam Faust	Reduction in classroom calls for support 20% for the second nine weeks.	Navarro, Adam Faust, Teri Beckham, and Julie Carrol.
Start: 11/2/22 End: 11/10/22	Half-day data collaborative planning with admin, coaches, and district support looking at student work, pacing, and lesson engagement strategies.	Leadership team, teachers, and district staff	Collaborative plans completed during the half-day session with specific engagement strategies	Leadership team, teachers, and district staff will participate in development and review of completed plans

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	School climate survey Improve communication i.e.; in areas of guidance, extracurricular activities.	The feedback from the climate survey made it clear that streamlined communication would help our families stay engaged. We also want our families to be a true partner in the education of their child by engaging and working throughout the school year.	Connections: important relationships and networks	
Goal: Every grade level team will have a SCORE knowledge day (STEAM + CORE) in the Quarter Two (Oct 17th – Dec 16th) with a tangible item (an extension for learning) for families to take home with 80% of our families participating/engaged.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/21/22	Every grade level team will have a SCORE knowledge day (STEAM + CORE) in the Quarter Two (Oct 17 th – Dec 16 th) with a tangible item (an extension for learning) for families to take home with 80% of our families participating/engaged.	Adam Faust, Dr. Colleen Lord, and Teachers	Extension activities and parent participation percentage of 80%.	Principal, assistant principal, coach, and teachers monitor. Data is collected through class rosters following SCORE days
Start: 10/17/22 End: 12/21/22	Connect Ed calls for engagement activity reminders and incentives for completion	Adam Faust and grade chairs	The Connect Ed call will go out to families the day before scheduled SCORE days	Grade chairs and principal will plan and deliver the phone call home prior to each SCORE day.
Start: 10/17/22 End: 10/27/22	PTA planned Read-A-Thon to encourage the importance of family reading as it connects to academic achievement	PTA, teachers, and staff	School reaches fundraising goal as evidenced by principal sleeping on the roof on October 27 th .	Data from the Read-A-Thon dashboard will be used to look at the number of students participating, and the number of minutes read by students and classes.

Start: 10/17/22 End: 12/21/22	All Pro Dads monthly program to encourage family involvement in education	Families, PTA, and administration	School sign-in sheets showing a positive trend of family attendance increasing monthly.	Adam Faust and PTA will plan, implement, and monitor attendance trends.
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Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Sebastian Elementary School

School Improvement and Title I Schoolwide
Program Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Sebastian Elementary School of The Arts 0191

Principal (Last Name, First Name)

Whitfield-Hart, Letitia

Assistant Principal(s)

Kohlstedt, Ashley

School Leadership Team:

Principal, Letitia Whitfield-Hart

Assistant Principal, Ashley Kohlstedt

Literacy Coach, Cheryl Hoyt

Math Coach, Ashley Bangert

Guidance Counselor, Tony Adkins

Demographics

School Type and Grades Served	Elementary, K-5
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>67%</u>
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students 61% Economically Disadvantaged Students <u>68.2%</u> English Language Learners <u>N/A</u> Hispanic Students <u>9.9%</u> Multiracial Students <u>4.5%</u>

	Students with Disabilities 30% White Students: 54.3% (Less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I Our Other (Multi-Race) Students did not meet the ESSA Goal.		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	B	55%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	53%
2017-18	B	61%	
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 and the arts.

School Vision Statement

NEST: Nurturing and Educating Students for Tomorrow through the Arts

Within a nurturing, safe environment, Sebastian Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

School Narrative

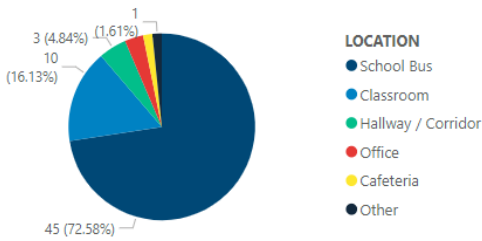
At Sebastian Elementary School of the Arts, the ARTS are a vehicle to student success in a creative, safe, and engaging learning environment. Our staff works collaboratively to channel students ‘unique skills and talents through an integrated academic and arts program. We celebrate our diverse staff and student population while striving to live up to our vision “Nurturing and Educating Student for Tomorrow Through the Arts.”

Comprehensive Needs Assessment

- Increasing proficiency in ELA and Math.

18-19	42%	65%	65%	49%	56%	58%	51%	386	55%	B
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
20-21	44%	37%	36%	40%	22%	17%	25%	221	32%	D
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade
21-22	53%	57%	49%	58%	55%	49%	53%	374	53%	C
	ELA ACH	ELA LG	ELA BQ	Math ACH	Math LG	Math BQ	SCI ACH	Total Pts	Total	Grade

- Up to date, 73% of total office referrals transpired on the bus. Giving students tools to regulate behavior independently while using district transportation is a priority.



- Increasing PTA members and parent/teacher communication
- Per PBI, 30% of our bottom quartile is chronically absent. Increasing attendance within the bottom quartile of students will continue to be an area of focus at SES.



SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Reignite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data

	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Reignite

Reignite Summer Institute will provide School Leadership Teams (SLT's) with the opportunity to continue to collaborate and participate in training courses designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies,” identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the Edudata site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

NEEDS ASSESSMENT SUMMARY FOR ESSA SUBGROUPS

According to FSA data and PBI, Sebastian Elementary’s Multiracial subgroup did not meet the 41% threshold in Math (40%). Although the African American and Students with Disabilities met the 41% threshold, both subgroups lag in ELA and Math proficiency. Leadership team will closely monitor the performance of ESSA sub-groups (black, SWD, and multiracial) through our monthly MTSS meetings to support improved academic performance. Data analysis of subgroup performance will help determine strategies or resources that are suited to serve the individual needs of students.

Data and Systems Review Organizer
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	50% of our ODRs and classroom minor level referrals at SES were peer conflict related.	Because 50% of our referrals involved conflict on the bus, the behavior would continue into our classrooms and common areas.	1)Building relationships skills to develop encouragement and support. 2)Building a “positive” school environment that values positive relationships.	
Goal: During the first nine weeks of the 2022-2023 school year, Sebastian Elementary will decrease the amount of peer conflict related discipline referrals to 25% of all referrals.				
Implementation Plan for School Culture				
Implementation	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/8/22	Grade level teams will create common grade level classroom procedures, expectations, rewards, and consequences.	Classroom Teachers	Plans will be submitted to Mrs. Hart on August 8 th . Procedures, expectations, rewards, and consequences will be posted in each classroom by the first day of school.	Who? Mrs. Hart, Principal Mrs. Kohlstedt, AP How? Classroom walkthrough and check list of teachers and display on Aug.9 th .
Start: 8/10/22 End: 8/12/22	Teachers will review their classroom management and expectations with their students.	Classroom Teachers	Students will understand and follow classroom expectations and procedures.	Who? Mrs. Hart, Principal Mrs. Kohlstedt, AP How? Classroom walkthroughs and student surveys

Start: 9/12/22 End: 9/16/22	Teachers and staff will be trained on implementing tiered interventions using the SDIRC Behavior Tool Kit with an emphasis on peer conflict.	Classroom Teachers	Teachers and staff utilize tiered behavior interventions on an as needed basis from toolkit.	Who? Mrs. Hart, Principal Mrs. Kohlstedt, AP How? Documentation of Tiered Interventions
Start: 10/10/22 End: 10/14/22	Data analysis of classroom referrals, transportation referrals, and ODRs with leadership team. Share data with teachers and staff.	Tony Adkins, Guidance Counselor	Peer-Conflict referrals will decrease in all spaces.	Who? Mrs. Hart, Principal How? Participate in data meeting.

Academics

Data Rating	Data Findings & Area Be specific in defining each data element below.		Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will
Academics - Significant Data Findings	Growth ELA- 51% District 63% SES Growth Math- 51% District 56% SES	Proficiency ELA- 54% District 49% SES Proficiency Math- 51% District 49% SES	We made substantial learning gains in both reading and math. This increase showed that scheduled Tier 2 and Tier 3 intervention groups were impactful. SES scored below the district level in both ELA and math proficiency which indicates the need to focus on high yield strategies to support effective Tier 1 instruction.	Collaborative planning with the emphasis of monitoring and formative assessments.

ESSA DATA: ESSA (Every Student Succeeds Act) data shows that our Multi Racial subgroups (other) fell below the 41% threshold.

**Goal: 75% of classrooms will use collaborative planning with an emphasis on monitoring and formative assessments.
YEAR long: 70% of our grade 3, 4, and 5 students will score proficient on the end of year FAST assessment in both ELA and Math.**

Implementation Plan for Academics

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/17/22	Teachers, coaches, admin, and interventionists will construct and implement weekly collaborative planning schedules.	Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach Lisa Durrant, Interventionist Rose Brickles, ESE Teacher Gen Ed and Ese Teachers	Master planning schedule will be published for teachers and weekly collaborative meetings will be completed.	Administration will participate in scheduled weekly collaborative planning meetings. Coaches will document meeting minutes for each planning session.

Start: 8/2/22 End: 10/2/22	Create and implement a walk-through tool with specific monitoring and formative assessment “look fors.” Share tool with staff at pre-planning meetings.	Letitia Hart-Whitfield, Principal Ashley Kohlstedt, AP Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach	Monitoring tool is implemented during weekly walkthroughs to provide feedback to teachers. Coaching Cycles will be implemented on a necessary basis.	Administration and coaches will participate in scheduled weekly walkthroughs.
Start: 8/15/22 End: 8/19/22	Establish roles, norms, and expectations for planning sessions and share with teachers. Planning specifically for formative assessments and monitoring will be an established norm.	Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach Gen Ed and Ese Teachers Letitia Hart-Whitfield, Principal Ashley Kohlstedt, AP	Norms will be posted in coaches’ rooms and lesson plans will be monitored for implementation of formative assessment strategies.	Administration will participate in scheduled collaborative planning meetings and check lesson plans.
Start: 8/15/22 End: 10/2/22	During coach facilitated meetings the focus will be on the following high yield strategies: planning formative assessments and student monitoring.	Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach	Plans will reflect formative assessments that align with district curriculum map. Student monitoring using formative assessments will be observed during instruction. observed during instruction.	Administration and coaches will participate in scheduled weekly walkthroughs using the Monitoring and Assessment portion of the Impact Review Collection Tool.
Start: 8/22/22 End: 10/2/22	Gen Ed and ESE teachers will attend PD on Power BI to track student progress and deepen understanding of the ESSA subgroups (African American, Multiracial and ESE).	Jodi Houston, Data Coach Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach	Teachers will use PowerBI data to drive daily instruction and determine small group instruction. Differentiation will be observed to meet the needs of ESSA subgroups.	Administration and coaches will meet weekly to monitor the progress of students in ESSA groups. Grade levels will participate in bimonthly data chats, using Power BI data, to determine tiered instructional groups.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	At the end of the 21-22 school year, the Sebastian elementary PTA (Parent Teacher Association) consisted of 38 registered members. Of those 38 members, 6 participated in PTA functions and monthly meetings.	This data indicates a need to focus on increasing family engagement opportunities.	Cognition-SES will maximize opportunities to build the belief systems of families and staff in relation to home-school connections and improved student learning.

Goal: Sebastian Elementary's PTA membership will increase to 100 members by the end of the first quarter.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 7/22/22 End: 7/22/22	Mrs. Hart will send out a school messenger call to parents promoting PTA signup during Kindergarten Informational Meeting.	Letitia Hart-Whitfield, Principal	Kindergarten parents will be prepared to sign up for the PTA during the July 25 th informational meeting.	Mrs. Hart and Ms. Cephus (PTA Membership Director) will accumulate and maintain a list of registered PTA members.
Start: 7/25/22 End: 9/15/22	Mrs. Hart and the leadership team will promote the PTA at Kindergarten parent night on July 25 th , Student Orientation on August 8 th , and Open House September 15th.	PTA Board Members Letitia Hart-Whitfield, Principal Ashley Kohlstedt, AP	Families will register for PTA membership.	Mrs. Hart and Ms. Cephus (PTA Membership Director) will accumulate and maintain a list of registered PTA members.
Start: 8/3/22 End: 8/7/22	Create a brochure and calendar with a schedule of all PTA meetings for the year to distribute to parents.	PTA Board Members Letitia Hart-Whitfield, Principal Ashley Kohlstedt, AP Rose Brickles, Teacher	Parents will receive the calendar and flyer on August 8 th and/or September 15 th .	PTA Board Members and Rose Brickles will document parents who received the calendar and flyer.

Start: 8/10/22 End: 9/31/22	Monthly Classroom Incentive will be provided by PTA to the grade level with largest number of registered PTA members.	PTA Board Members Letitia Hart-Whitfield, Principal Ashley Kohlstedt, AP	Teachers will encourage families to become PTA members. Families will register for PTA membership.	Mrs. Hart and Ms. Long (PTA Membership Director) will accumulate and maintain a list of registered PTA members
Start: 9/19/22 End: 9/23/22	Staff members will recruit members by distributing PTA brochures and calendars to families in the car loop at drop off and/or dismissal. Brochures and calendars will be available to families in the front office.	PTA Board Members Ashley Kohlstedt, AP Car loop Duty Staff	PTA membership will increase.	Mrs. Hart and Ms. Cephus (PTA Membership Director) will accumulate and maintain a list of registered PTA members. PTA Board Members and Rose Brickles will document parents who received the calendar and flyer.

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.
-

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Reignite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Reignite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22 1:00 – 1:30	Data Dive with grade level teams	Utilize PBI to distribute and discuss the data regarding areas of growth, goals, and specific actions.	Principal/Assistant Principal
8/3/21 1:30 – 2:00	School Culture	Using PBI discipline app, create and deliver a training that incorporates duty schedules, coverage during transition times, and high needs areas.	School Leadership Team – coaches/grade chairs/admin

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	50% of our ODRs and classroom minor level referrals at SES were peer conflict related.	Because 50% of our referrals involved conflict on the bus, the behavior would continue into our classrooms and common areas.	1)Building relationships skills to develop encouragement and support. 2)Building a “positive” school environment that values positive relationships.	
Goal: During the second nine weeks of the 2022-2023 school year, Sebastian Elementary will continue to decrease the amount of peer conflict related discipline referrals to 25% of all referrals.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Teachers and staff will be trained in using the new PBIS App.	PBIS Trainer	Teachers will utilize PBIS to encourage positive behaviors in classrooms.	Mrs. Hart will monitor sign in sheets to see who attended the training.

Start: 10/17/22 End: 12/16/22	School Counselor will provide Social Skills Classes with Peer Mediation Strategies for specific classes that show a high number of with peer conflicts ODRs	Tony Adkins School Counselor	Sign in Sheet for classes and documentation in FOCUS	Mrs. Hart will monitor sign in sheets and FOCUS
Start: 12/12/22 End: 12/16/22	Data analysis of classroom referrals, transportation referrals, and ODRs with leadership team. Share data with teachers and staff.	Tony Adkins School Counselor	Sign in Sheets for Data Meeting to review ODRs	Mrs. Hart will monitor FOCUS and Power IB for decreased ODRs and monitor attendance at data meeting.
10/11/2022	Discipline: Data Reviewed with School Counselor and Ginger Bernal, especially for the ODRs on the bus.	Mr. Adkins, school counselor and Ms. Hart	Power Bi Documentation	Mrs. Hart, Mr. Adkins reviewed Data.
10/18/2022	Seating charts will be created and given to the bus drivers	Ms. Hart, Ms. Kohlstedt and Mr. Adkins	Seating Charts	Mrs. Hart and Ms. Kohlstedt will keep a copy of Seating Charts
11/1/2022	Student Services will be working with Ms. Idelette to train and create BUS positive referrals for students for PBS, specifically targeting SES	Ms. Hart, Ms. Kohlstedt and Mr. Adkins	Staff and drivers will give out positive referrals.	Administration (Hart and Kohlstedt) will keep track of positive referrals for bus students.
11/1/2022	Mr. Adkins, school counselor, will give a talk to all K classes (where a majority of the ODR's on the bus are happening) about bus expectations, and then give another reinforcer to the 25 students that are exhibiting inappropriate behavior on the bus, during a time in the school day, before dismissal	Mr. Adkins, School Counselor and Ms. Hart	Kindergarten classes Attendance sheets	Mrs. Hart will keep a copy of the Attendance Sheets
11/1/2022	The afternoon bus ride is one and half hour long. Student Services and School will work with Ms. Idette to see if this route in the PM can be altered.	Mr. Adkins, school counselor, Ginger Bernal (student services) and Ms. Hart	Changes to bus rt or additional bus	Transportation

Ongoing through 12/21/22	Students exhibiting severe behaviors in the classroom are in the MTSS problem solving process, with the school-based team (Counselor and behavior tech) spending most of the time in those 2 classes.	Mr. Adkins, school counselor, Ms. Kohlstedt and Ms. Hart	MTSS meeting Minutes	Kohlstedt and Hart
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	Growth ELA- 51% District 63% SES Growth Math- 51% District 56% SES	Proficiency ELA- 54% District 49% SES Proficiency Math- 51% District 49 % SES	We made substantial learning gains in both reading and math. This increase showed that scheduled Tier 2 and Tier 3 intervention groups were impactful. SES scored below the district level in both ELA and math proficiency which indicates the need to focus on high yield strategies to support effective Tier 1 instruction.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ESSA DATA: ESSA (Every Student Succeeds Act) data shows that our Multi Racial subgroups (other) fell below the 41% threshold.		
Goal: 75% of classrooms will use collaborative planning with an emphasis on monitoring and formative assessments. YEAR long: 70% of our grade 3, 4, and 5 students will score proficient on the end of year FAST assessment in both ELA and Math.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 10/17/22 End: 12/16/22	During coach facilitated meetings the focus will continue to be on the following high yield strategies: planning formative assessments and student	Cheryl Hoyt, Literacy Coach Ashley Bangert, Math Coach	Plans will continue to reflect formative assessments that align with district curriculum map. Student monitoring using formative assessments will be observed during instruction.	Administration and coaches will participate in scheduled weekly walkthroughs using the Monitoring and Assessment portion of the Impact Review Collection Tool.

Start: 10/17/22 End: 12/16/22	Teachers will continue to use PowerBI data to drive daily instruction and determine small group instruction. Differentiation will be observed to meet the needs of ESSA subgroups.	Coaches and Classroom Teachers	Plans will continue to reflect formative assessments that align with district curriculum map.	Administration and coaches will participate in scheduled weekly walkthroughs using the Monitoring and Assessment portion of the Impact Review Collection Tool.
Start: 11/4/22 End: 11/4/22	Administrative team and coaches will meet to review Power Bi Data to determine students who will participate in our A2 Afterschool Program	Letitia Hart: Principal Ashley Kohlstedt: AP Ashley Bangert: Math Coach Cheryl Hoyt: Reading Coach	Identified students will participate in A2 Afterschool Program	Administration will monitor attendance for A2
Start: 11/1/22 End: 12/16/22	A2 After Camp will be implemented for the 2nd quarter	Afterschool Teachers and Administration	Student improvement on Mastery Test and other assigned assessments	Administration and Coaches will monitor test scores.
Start: 10/13/22 End: 10/13/22	Provide Feedback to teachers visited during impact walks (and school feedback to all)	Letitia Hart Principal and A. Kohlstedt Assistant Principal	Newsletter and email with results and feedback from impact walk sent to staff	Copy of Newsletter and email
Ongoing through Q2 due 12/21/22	During collaborative planning, teachers and coaches review/create lesson plans that all teachers are accountable to uphold and follow, with questions for monitoring that are intentionally planned for and then executed, as seen in walkthroughs	Letitia Hart Principal , Ashley Kohlstedt Assistant Principal and Academic Coaches Bangert (Math) Hoyt(ELA)	Lesson Plans	Hart will keep copies of lesson plans for review Walkthroughs data and feedback from Hart and Kohlstedt shared with staff
Ongoing through Q2 due 12/21/22	Accountable Talk questions/discussion included in collaborative planning/individual planning- to be created and executed daily (in whole group and small group)	Letitia Hart Principal , Ashley Kohlstedt Assistant Principal and Academic Coaches Bangert (Math) Hoyt(ELA)	Lesson Plans	Hart will keep copies of lesson plans for review Walkthroughs data and feedback from Hart and Kohlstedt shared with staff

Ongoing through Q2 due 12/21/22	Students should have criteria for success (ex. rubric, exemplar, visual schedule of what to do) to monitor their learning on a daily basis, done by teachers	Letitia Hart Principal, Ashley Kohlstedt Assistant Principal and Academic Coaches Bangert (Math) Hoyt (ELA)	Lesson Plans Student Criteria Sheets	Hart will keep copies of lesson plans for review Student Criteria sheets included with lesson plans Walkthroughs data and feedback from Hart and Kohlstedt shared with staff
Ongoing through Q2 due 12/21/22	Specific feedback given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure)	Letitia Hart Principal, Ashley Kohlstedt Assistant Principal and Academic Coaches Bangert (Math) Hoyt (ELA)	Student Work Samples Lesson Plans	Hart will keep copies of lesson plans for review Student work Samples collected Walkthroughs data and feedback from Hart and Kohlstedt shared with staff
Ongoing through Q2 due 12/21/22	Weekly review of how students are being monitored during planning with coaches or with grade level team, and shared with each other	Letitia Hart Principal, Ashley Kohlstedt Assistant Principal and Academic Coaches Bangert (Math) Hoyt (ELA)	Collaborative planning minutes Lesson Plans	Hart will keep copies of lesson plans for review Walkthroughs data and feedback from Hart and Kohlstedt shared with staff

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	At the end of Quarter 2 the Sebastian Elementary PTA (Parent Teacher Association) had 70 registered parent and staff members of our 100-membership parent goal.	This data indicates a need to continue to focus on increasing family engagement opportunities.	Cognition-SES will maximize opportunities to build the belief systems of families and staff in relation to home-school connections and improved student learning
Goal: Sebastian Elementary's PTA membership will increase to 100 members by the end of the second quarter.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Mrs. Hart will continue to send out weekly school messenger calls to parents promoting PTA signup	Letitia Hart-Whitfield, Principal	Families will register for PTA membership.	Mrs. Hart and Mrs. Shukri (PTA Membership Director) will maintain a list of registered PTA members.
Start: 10/17/22 End: 12/16/22	PTA Officers will continue to promote the PTA membership at Parent Nights.	PTA Board Members	Families will register for PTA membership	Mrs. Shukri (PTA Membership Director) will maintain a list of registered PTA members.
Start: 10/17/22 End: 12/16/22	Staff members will recruit members and remind members of meeting dates by distributing PTA brochures, flyers, and calendars to families in the car loop at drop off and/or dismissal. Brochures, flyers, and calendars will be available to families in the front office.	PTA Board Members Ashley Kohlstedt, AP Car loop Duty Staff	Parents will receive the calendar and flyer while increasing PTA membership and participation	PTA Board Members and Rose Brickles will document parents who received the calendar and flyer.
Start: 10/17/22 End: 12/16/22	PTA board will call the active 70 PTA members to inform about upcoming meetings and school functions.	PTA Board Members	Participation in PTA functions amongst active members will continue to increase.	Mrs. Shukri (PTA Membership Director) will maintain a list of registered PTA members.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Sebastian River High School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Sebastian River High School 0291

Principal (Last Name, First Name)

Cummings, Christopher

Assistant Principal(s)

Contri, Jacqueline

Riskin, Robert

Thimmer, James

Van Brimmer, Kevin

School Leadership Team:

Principal, Christopher Cummings

Assistant Principal, Jacqueline Contri

Assistant Principal, Robert Riskin

Assistant Principal, James Thimmer

Assistant Principal, Kevin Van Brimmer

Reading Coach, Elizabeth Pinkney

Demographics

School Type and Grades Served	High, 9-12		
2022-2023 Title 1 School	No		
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>44%</u>		
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students		<u>12%</u>
	Economically Disadvantaged Students		<u>44%</u>
	English Language Learners		<u>3%</u>
	Hispanic Students		<u>32.4%</u>
	Multiracial Students		<u>3.2%</u>
	Students with Disabilities		<u>13.7%</u>
	White Students		<u>51%</u>
	(less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	51
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	49
	2017-18	B	54
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 Vision Statement

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 Narrative

Sebastian River High School serves a diverse community of students and families with just over half of our students identified as white. Our second largest racial group is Hispanic at 32%. Approximately 12% of our students are black. Forty-four percent of our students are economically disadvantaged. Our community as a whole reflects accurately the breakdown of our students. Sebastian River High School prides itself on providing a welcoming learning environment for all students regardless of race, ethnicity, or socio-economic status. We are an International Baccalaureate (IB) school, offering advanced academic courses in both IB and Advanced Placement (AP). Additionally, we provide our students with the opportunity to earn an industry certification in a wide range of Career and Technical Education (CTE) courses as well as Naval JROTC. Sebastian River High School also offers dual enrollment courses to students in partnership with both Indian River State College (IRSC) and Embry-Riddle Aeronautical University.

Comprehensive Needs Assessment

Reading ACH

18-19 46%

20-21 46%

21-22 46%

Reading achievement remained consistent from 18-19 through 21-22 school year

Math ACH

18-19 36 %

20-21 29%

21-22 23%

Math achievement decreased 6 percentage points from 20-21 whereas Math ACH decreased 13 percentage points compared to the 18-19 school year.

SS ACH

18-19 47%

20-21 60%

21-22 58%

Social Studies achievement decreased 2 percentage points from 20-21 whereas SS ACH increased 11 percentage points compared to the 18-19 school year.

Science Biology ACH

18-19 59%

20-21 60%

21-22 55%

Biology achievement decreased 54 percentage points from 20-21 whereas Biology ACH decreased 4 percentage points compared to the 18-19 school year.

Essa:

ELL & ESE below 41% Achievement

Survey Data:

Climate survey data shows the primary area of concern for parents is school engagement.

Climate survey data shows the primary of concern for students is discipline.

Climate survey data shows the primary area of concern for staff is discipline.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs

Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

Based on FSA data, ELA scores remained at 46% over the last three testing period, and 20% of prior year proficiency failed to remain proficient, indicating a need for additional support for students on the threshold to remain proficiency.

Based on EOC data, Math scores decreased to 23% from last year’s 29% and 18-19 39% , and 49% of prior year proficiency failed to remain proficient, indicating a need for additional support for students on the threshold to remain proficiency.

ESSA Subgroups: ELL 38% & SWD 34%

The above two subgroups will need additional action steps written in the academic section of the SIP to increase overall proficiency for upcoming school year.

Based on FDOE data:

21-22 ELA ACH score of 46% remained the same as the 18-19 target of 46%.

21-22 Math ACH score of 26% fell below the 18-19 target of 36%.

21-22 Science ACH score of 55% fell below the 18-19 target of 59%.

21-22 Social Studies score of 58% increase from the 18-19 target of 47%.

Data and Systems Review Organizer
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT’s will discuss	Our 21-22 Climate survey results show that the highest frequency areas of need are procedures, students out of class, and discipline.	Discipline data and climate survey information have shown that due to 3 areas of need, we can increase our students instructional time in class.	Environment	
Goal: By the end of October, we will create policies and systems to target our campus’ three highest areas of need (consistent procedures, student instructional time, and student discipline). This is intended to improve student and staff culture as evident by a staff survey that will show 66% or more of staff will feel that the new procedures are consistent, student instructional time has increased (due to procedures), and student discipline is consistent throughout the school.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 7/26/22 End: 10/14/22	Implement consistent cell phone policy.	Leadership, Faculty, Staff	Observation of leadership, 100% Faculty adherence and monitoring	Walk throughs by leadership, Faculty monitoring
Start: 7/26/22 End: 10/14/22	Implement Attendance and Tardy Policy	Leadership, Faculty, Staff	Attendance and Tardy data	Administration and Faculty
Start: 7/26/22 End: 10/14/22	Out of Class - "Pass" Policy	Leadership, Faculty, Staff	100% of students, teachers, and staff followed policy.	Administration and Faculty
Start: 10/7/22 End: 10/14/22	Staff Survey	Leadership	66% of staff will feel that policy changes and implementation steps have improved	Survey
Start: 8/3/22 End: 10/27/22	Teacher Recognition	Leadership Culture and Climate Committee	Recognition of at least 20% of staff during each faculty/Department meeting for a variety of areas.	Sign-in Sheets

Academics

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	ELA achievement level has remained at 46% over the last three years and only 38% of our bottom quartile students made learning gains in 2022.	The achievement gap between our black verses our white students and the need to address our Hispanic sub-group continue to need focus in ELA. Black students' achievement level was 34% and our Hispanics students were at 35% as compared to White students at 55% achievement. Continued daily monitoring of students' progress of these sub-groups will help to increase student achievement school wide.	Monitoring and Feedback (Formative Assessments)
Academics - Significant Data Findings	Math achievement has continued to decline over the last three years from 40%, to 29%, and then to 23% this school year.	The achievement gap between our black verses our white students and the need to address our Hispanic, ESE, and ELL sub-groups continue to be a significant need. Black students' achievement level was 14% and Hispanic students were 16% compared to White students at 31% achievement. Intentional daily monitoring of student progress and feedback utilizing formative assessments	

		will help increase student achievement school wide.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELL and ESE		
Goal: By the end of the 1st Nine Weeks of instruction 50% of all classes will utilize Monitoring and Feedback strategies through the use of Formative Assessments to inform the teacher of what instructional changes need to occur to support continued student achievement for 100% of students. Teachers' lesson plans, from collaborative planning sessions, will reflect how they will purposefully formatively assess students each day during instructional time and provide feedback.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 8/9/22	All teachers will be provided with professional development addressing the Collaborative Planning process with a targeted focus on daily Monitoring of student progress throughout lessons.	Elizabeth Pinkney (Instructional Coach)	Teachers will attend and sign-in for mandatory professional development during school-based professional development sessions.	School Administration will monitor PD sessions and sign-in sheets.
Start: 8/10/22 End: ongoing	Administration and Coaches will sit with teachers during Collaborative planning to provide support on Monitoring of student progress throughout lessons.	Coaches and Administration	Coaches and Administration will be present at Collaborative planning for 9 th & 10 th ELA, Algebra 1, Geometry, Biology 1, and U.S. History.	School Administration will discuss bi-weekly with coaches to determine schedule and ensure someone is present at all planning sessions.
Start: 8/10/22 End: 10/14/22	Administration will conduct daily classroom walk through observations in all state tested classroom areas, they evaluate, to determine implementation of monitoring strategies.	Principal, Assistant Principals	Administration will review teacher lesson plans from Collaborative Planning sessions to determine if intentional monitoring has been planned for daily lessons and common Impact Review template.	Principal, Weekly administrative meetings
Start: 8/10/22 End: 10/14/22	Administration will share non-evaluative observation data with instructional Coaches during Bi-Weekly Instructional Coaches meeting to determine instructional supports needed.	Principal, Assistant Principal, Instructional Coaches	Bi-Weekly Coaches meeting scheduled with administration, agenda and minutes of discussion.	Principal, Bi-Weekly meeting

Start: 8/1/22 End: 10/14/22	Administration and Coaches will share non-evaluative observation data with School Leadership Team during Monthly Leadership Data meetings and discuss barriers and challenges teachers are faced with during collaborative planning, lesson implementation, curriculum pacing, etc. Which may affect the implementation of the monitoring and feedback strategy.	Principal, Assistant Principal, Instructional Coaches, Department Chairs	Monthly SLT meeting schedule with administration, instructional coaches, agenda and minutes of discussion and outcomes from meeting.	Principal, Assistant Principal, Monthly
Start: 8/10/22 End: 10/14/22	Instructional Coaches will provide teachers within ELA and Math Department meetings with follow-up professional development with monitoring and formative assessments that target ESSA sub-groups.	Instructional Coaches, Administration	During collaborative planning sessions, teachers will address within lesson plans specific strategies targeted to support ESSA sub-group	Administration, Instructional Coaches

Family and Community Engagement

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Capacity Building Strategy One of the four C's	
Significant Findings	Less than 20% of parents responded to the school survey in spring of 2022	It demonstrates low engagement of parents in giving input to the school.	Capability	
Goal: By the end of October, we will host two community events for parents to attend and gain access to information for community and parent engagement. One will be focused on incoming 9th grade/new student parents. The second will be targeted toward parents of 11th and 12th grade students who are at-risk to not graduate. Parents of new students will receive training on FOCUS parent portal access as well as familiarity with navigating CANVAS for student monitoring, and Khan Academy, FOCUS, and Edgenuity for our at-risk 11th and 12th grade students. Goal is to engage over 50% of parents within the target groups.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 7/22/22 End: 8/4/22	Communication to parents/community	Mr. Riskin (AP) and Mr.	Social media postings, school messenger phone	Mr. Cummings

Start: 7/28/22 End: 7/28/22	9 th grade and new student parent engagement night. Offer training on FOCUS parent-portal access and CANVAS familiarity.	Mr. Riskin (AP) and Ms. Greene (9 th grade counselor)	Attendance roster with goal of 60%. Number of new parent users in FOCUS.	Mr. Riskin
Start: 8/31/22 End: 9/13/22	Communicate to parents of at-risk students in the 11 th and 12 th grade about upcoming engagement night.	Mr. Van Brimmer (AP), Mrs. Walker (Grad coach)	Log of calls by admin, counselors, and graduation coach to personally invite each family to attend.	Mr. Van Brimmer
Start: 9/13/22 End: 9/13/22	Parent-engagement night for students at-risk to not graduate. Review graduation requirements, provide graduation status sheets to parents for their students, provide training on FOCUS, Edgenuity, and Khan Academy.	Mr. Van Brimmer (AP), Mrs. Walker (Grad coach)	Attendance rosters	Mr. Van Brimmer

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams

will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22 12:00 – 1:00	Academic: 2021-2022 School Grade Data with all staff	Utilized Power BI (School Grade) dashboard to distribute and discuss the data regarding areas of needed growth, 22-23 SY goals, and SIP Target areas to address.	Principal/Assistant Principal
8/3/22 1:00 – 2:30	School Culture: 2021-2022 Staff, Student, and Parent Survey Data	Utilizing Power BI (School Survey/Discipline, Attendance apps) dashboard to discuss parent, student, and staff areas of concern that need to be address for 22-23SY. Delivered new training on new school-wide procedures and policies: Cell Phone, Tardy, Attendance, Hallway Passes, Lunch procedures.	Principal/Assistant Principal
8/4/22 12:00-1:00	Collaborative Planning Expectations and Non-Negotiables	Review Collaborative planning expectations and process to ensure effective use of time and resources.	School Leadership Team (Admin, Coaches, Dept. Chair)
8/8/22 12:0-2:30	Security & Safety	Executive Directive and annual DAARP Training for all staff members	Principal/Assistant Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Based on first quarter staff survey, 97 percent of our staff feel that the consistency of new policies and procedures has contributed to a reduction student tardies and increased student instructional time in class.	Discipline data and climate survey information have shown that due to 3 areas of need, we can increase our students instructional time in class.	Environment	
Goal: By the end of the first semester the newly created tardy policy will reduce the number of students tardies by 10% from first quarter to second quarter and 75% of staff will continue to feel that the consistency of policies and procedures has continued to contribute a positive school culture.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	School administration will continue to send weekly school messengers to families, make morning and afternoon announcements to students to remind them of school expectations.	Administration	School Messengers sent Morning and Afternoon Announcements on school website daily	Administration
Start: 10/17/22 End: 12/16/22	Continue to implement consistent cell phone policy	Leadership, Faculty and Staff	Observation of leadership 100% staff adherence and monitoring	Walkthroughs by leadership, Faculty monitoring
Start: 10/17/22 End: 12/16/22	Continue to implement Attendance and Tardy Policy	Leadership, Faculty, Staff	Attendance and Tardy Data	Administration and Faculty
Start: 10/17/22 End: 12/16/22	Staff Survey	Leadership	75% of staff will feel that the new policies that have been in place since the beginning of school year have continued to improve school culture.	Survey from administration

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	ELA achievement level has remained at 46% over the last three years and only 38% of our bottom quartile students made learning gains in 2022.	The achievement gap between our black verses our white students and the need to address our Hispanic sub-group continue to need focus in ELA. Black students' achievement level was 34% and our Hispanics students were at 35% as compared to White students at 55% achievement. Continued daily monitoring of students' progress of these sub-groups will help to increase student achievement school-wide	Monitoring and Feedback (Formative Assessments)
	Math achievement has continued to decline over the last three years from 40%, to 29%, and then to 23% this school year.	The achievement gap between our black verses our white students and the need to address our Hispanic, ESE, and ELL sub-groups continue to be a significant need. Black students' achievement level was 14% and Hispanic students were 16% compared to White students at 31% achievement. Intentional daily monitoring of	

		student progress and feedback utilizing formative assessments will help increase student achievement school wide		
Academics - Significant Data Findings	Based on Impact Review and School Leadership Walk Through Observation data shows less than 25% of classrooms visited showed evidence of monitoring by the instructors.	Based on the achievement gap between black verses our white students and the need to support our ELL and ESE population of students, we believe that more deliberate monitoring practices will increase student success.		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELL and ESE		
Goal: By the end of the 2nd Nine Weeks of instruction 50% of all classes will utilize Monitoring and Feedback strategies through the use of Formative Assessments and Targeted High Order Thinking Questions that will inform the teacher of what instructional changes need to occur to support continued student achievement for 100% of students.				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/10/22 End: 10/31/22	During department meetings, school leadership team members will work with department members to revise and update collaborative planning outcomes for each department, based on a set of essential questions for planning purposes.	Evaluating Admin, Instructional Coach and Department Chair	During each collaborative planning session each administrator, department chair, or Instructional Coach will ensure the following essential questions are discussed: 1. Are we grouping/pairing students? How? What structures are we using to keep them accountable and engaged? If working independently, how are they being monitored? 2. What formative assessment strategy are we using throughout the lesson? 3. What data collection tool is being used to monitor the students for understanding? 4. What tasks and questions will help us determine if the students mastered the learning target?	Evaluating administrator document through Walkthrough Observation forms that tool was updated.

Start: 10/17/22 End: 12/16/22	Administration will conduct daily classroom walk through observations in all state tested classroom areas to determine implementation of monitoring strategies during lessons.	Evaluating Administrators	Admin will enter walkthrough data on locally created form	Evaluating administrators will enter walkthrough data into shared Microsoft Form and will be reviewed during weekly Admin Meeting looking for school-wide trends.
Start: 10/17/22 End: 12/16/22	Administration will share non-evaluative observation data with instructional Coach(es) during Bi-Weekly Instructional Coaches meeting to determine instructional supports needed for teachers.	Principal	Bi-Weekly Instructional Coaches meeting agenda	Agenda for administration and coach
Start: 10/17/22 End: 12/16/22	Instructional Coaches will provide teachers within ELA and Math Department meetings with follow-up professional development on monitoring and formative assessments that target ESSA sub-groups, Level 2 and 2.5 students.	Asst. Principal and Instructional Coach	Professional Development Day agenda and sign in sheet	Evaluating administrators

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Less than 20% of parents responded to the school survey in spring of 2022	It demonstrates low engagement of parents in giving input to the school and having an awareness of the resources available to provide additional support their students and families.	Capability	
Goal: By the end of the second quarter, we will host three additional community events for parents to attend and gain access to information for community and parent engagement. One event will be focused on College and Career targeting all grade levels. The second event will focus on our Financial Aid Support for 12th grade students who will be graduating and attending college in the Fall of 2023. The third event is our parent/teacher conference and will focus on 9th through 12th grade students who received a 1st quarter grade of "D" or "F." Our goal is to engage at least 33% of parents and students within the targeted groups.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring (How and Who?)

Oct. 17 – Dec. 16, 2022		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
Start: 10/10/22 End: 10/12/22	SRHS will host a College and Career Expo for all students and parents, which will provide them with information about colleges, jobs, internships, scholarships, military academies, and more information to help prepare them for success after high School.	Principal, Assistant Principal and Path Advisor	Social media postings, school messenger phone calls and info being placed on the marquee. Parent and Student sign-in sheets.	Path Advisor
Start: 10/10/22 End: 10/25/22	SRHS will host Financial Aid Support Night for all students and parents, which will provide them with support with completing Federal Financial Aid Application.	Principal, Assistant Principal and Path Advisor	Social media postings, school messenger phone calls and info being placed on the marquee. Parent and Student sign-in sheets	Administration with Sign-in Sheets
Start: 10/10/22 End: 10/25/22	SRHS school counselors and administration will reach out to families of students with a grade of D or F in core content area classes to ensure they have scheduled a parent and teacher conference, to provide support for students and ensure success in the second quarter.	Administration and School Counselor	Social media postings, school messenger phone calls from counselors and info being placed on the marquee. Parents signed up through FOCUS.	Administration, School Counselors checking FOCUS sign up log

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Sebastian River Middle School

School Improvement and Title I Schoolwide Improvement Program Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Sebastian River Middle School 0171

Principal (Last Name, First Name)

Racine, Todd

Assistant Principal(s)

Garrick, Nichole

Keen, Jeramy

School Leadership Team:

Principal, Todd Racine

Assistant Principal, Dr. Nichole Garrick

Assistant Principal, Jeramy Keen

Reading Coach, Alissa Wright

Math Coach, Melody Wright

Interventionist, (Vacancy)

Demographics

School Type and Grades Served	Middle, 6-8
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>48%</u>

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students <u>46%</u> Economically Disadvantaged Students <u>48%</u> English Language Learners <u>34%</u> Hispanic Students <u>45%</u> Multiracial Students <u>62%</u> Students with Disabilities <u>29%</u> White Students <u>61%</u> (Less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year 2021-22 2020-21 2019-20 2018-19 2017-18	Letter Grade (A, B, C, D, F) C N/A N/A B C	Percentage 53% N/A N/A 56% 50%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 Vision Statement

At SRMS, we read, innovate, collaborate, and achieve!

School Narrative

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.

We believe in

- Recognizing and treating our students as our most prized resource. We will foster an environment of stability, teamwork, empowerment, and safety, and provide equal opportunities for learning and personal growth!
- Providing the highest quality and value for each project we undertake. We will be reliable and accountable to our Cowboy families. We will strive to apply innovation, strategic thinking, as well as demonstrate a passion for excellence in everything we do!
- Building strong connections, we will be easy to talk with, and reach. We will work together to problem solve and address all concerns. We strive to deliver nothing but exceptional customer service!
- Becoming a valuable resource for our SRMS families through our continuous research and development of strategic partnerships with our community!
- Being trustworthy, we will form genuine and collaborative relationships that benefit the SRMS faculty, the students, parents, and community alike! As a result of these actions, our students, parents, and the community will often prefer, recommend, and even specify SRMS as the middle school of choice in Indian River County!

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	

	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4 Reflection</i>	End of Year Reflection	June 2023	Preignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fl DOE.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these

identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

The two ESSA subgroups that need targeted support from the previous year are ELL and ESE.

ELL: 34% Overall

ELA	MATH	SCI	SS
19%	31%	16%	36%

ESE: 29% Overall

ELA	MATH	SCI	SS
15%	26%	6%	35%

Comprehensive Needs Assessment

2021-2022 Data	6 th Grade	7 th Grade	8 th Grade	Total
Math LG (2.5-3.0)	16.7%	48.9%	64.5%	43.37%
ELA LG (2.5-3.0)	35.5%	18.8%	28.1%	26.1%
Average Daily Attendance	90.6%	89.7%	88.2%	89.5%
Staff Attendance				94%

21-22	44%	42%	32%	54%	57%	58%	44%	63%	83%	477	53%
	ELA ACH	ELA LG	ELA BQ	Math ...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total
20-21	44%	40%	28%	47%	42%	33%	50%	60%	65%	409	45%
	ELA ACH	ELA LG	ELA BQ	Math A...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total
18-19	49%	51%	39%	62%	67%	61%	46%	72%	57%	504	56%
	ELA ACH	ELA LG	ELA BQ	Math ...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total

School Grade Data

2022 FSA data, ELA scores fell below 50%, and 76% of prior level 2's and 2.5's missing proficiency, indicating a need for additional support for students on the threshold of proficiency.

Staff Attendance was 94% and Student Attendance was 90%.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
School Culture Significant Data	Attendance Student:	Research shows students who attend school regularly	

Findings – SLT’s will discuss	6 th – 90%	have higher achievement than those with chronic attendance.	Relationships
	7 th – 89.7%		
	8 th – 88.2%		
	Staff Attendance: 23/51 = Adequate >95%	Research shows chronic staff attendance negatively affects student achievement.	
	9/51 = Severe 90 – 95%		
	20/51 = Chronic <90%		

Goal: Staff Attendance will be >95% in the 1st 9 weeks. Student Attendance will be >93% in the First 9 weeks.

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 8/19/22	Every 1 st period teacher will call their students within the first 8 days of school.	1 st Period Classroom Teachers	FOCUS documentation.	Teachers will submit a call log to Mrs. Giordano in Guidance.
Start: 8/30/22 End: 10/22/22	Weekly overall adequate staff attendance.	Administration	Weekly attendance %	Dr. Garrick will submit an article updating staff attendance in each weekly Round Up beginning Aug. 30.
Start: 8/30/22 End: 10/22/22	Recognize adequate staff attendance.	Administration	Highlight each department with 97% or higher attendance rate.	Dr. Garrick will submit an article updating staff attendance in each weekly Round Up beginning Aug. 30.
Start: 9/22/22 End: 10/22/22	Reinstitute SWAG Committee (Students With Attendance Goals)	Patty Giordano, Guidance Secretary	Grade levels will demonstrate adequate attendance (>95%)	Mrs. Giordano will create bulletin board student recognitions and morning announcements promoting the Grade levels that get monthly attendance >95%.

Start: 8/10/22 End: 10/14/22	Chronic student attendance will be monitored by grade level guidance counselor.	Guidance Counselor assigned to each grade level	Students within Chronic range of <90% will have a check-in and check-out attendance sheet.	School Counselors will monitor attendance weekly, track student attendance letters and facilitate the Attendance Matters program.
Start: 8/15/22 End: 10/27/22	Student Activity Days Activity Days Scheduled for 9/23 (8/15-9/16) No more than one lunch detention and 90% ADA	PBIS Team	Number of students meeting invitation criteria of >90% Attendance and No more than 1 Lunch Detention	PBIS Team, Administration, Teachers, PTSA will coordinate days
Start: 8/10/22 End: 8/18/22	Implemented student systems to promote schoolwide expectations.	Administration and Teachers	3+3+3, Hallway Procedures, 90% Attendance	Mr. Racine Student Expectation Assemblies for all grade levels.

Academics

Data Rating	Data Findings & Area Be specific in defining each data	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?												
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Goal: By October 1st, 100% of our Math, ELA, Intensive Reading, Critical Thinking, Social Studies, and Science teachers will show evidence of documentation (STEP ONE) of monitoring in lesson plans and during walkthroughs monitoring will be clearly established (STEP TWO) as a norm within daily lessons in order to decrease the achievement gap of our ESSA subgroups.

Implementation Plan for Academics

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/30/22	Create a monitoring walkthrough tool and review the implementation plan of the tool with the Instructional Leadership Team	Alissa, Literacy Coach	Leadership team meeting was scheduled, members were provided with a copy of the document, and the monitoring walkthrough tool was reviewed with the team.	Mr. Racine Dr. Garrick Mr. Keen Instructional Leadership Agenda
Start: 8/22/22 End: 10/14/22	Create a Collaborative Planning template with a focus toward monitoring	Kerri Collis, Literacy Coach	Document was created, provided to, and approved by admin	Mr. Racine Dr. Garrick

Start: 8/22/22 End: 9/30/22	Review walkthrough monitoring tool and implementation process with teachers	Department Chairs	Department chairs shared tool with their department and reviewed with them how it will be utilized during each weekly collaborative planning session in order to embed monitoring 3-5 times during each lesson	Dr. Garrick Kerri Collis Melody Wright Alissa Wright Leadership Team Walkthroughs using Walkthrough Monitoring Tool
Start: 8/22/22 End: 9/30/22	Collaborative Planning template will be created and reviewed with teachers during collaborative planning	Kerri Collis, Literacy Coach Melody Wright, Math Coach	Instructional coaches shared and reviewed the collaborative planning template to be used with each department. Coaches will be documenting focus standards and monitoring tools based on the lesson cycle each week and store weekly collaborative planning templates in a shared folder	Dr. Garrick Mr. Keen Kerri Collis Melody Wright Alissa Wright Department Collaborative Planning Notes documenting implementation date.
Start: 8/22/22 End: 10/14/22	ESE Support Facilitators meet with case load to review individual accommodations	Clarelle Sarrasin, District ESE Resource Specialist	Meeting with case load is documented in both FOCUS and in an excel spreadsheet or notebook on the computer. If they were unable to do so at that time, they have the ability to meet with them in learning strategies	Clarelle Sarrasin Bi-weekly updates and quarterly updates to IEPs done by SFs and shared with District ESE Resource Specialist
Start: 8/14/22 End: 9/15/22	Support Facilitators will review IEP accommodations with content area teachers	Support Facilitators	District ESE Resource Specialist meets with new teachers and SF works with inclusion teacher collaborate to provide accommodations	Clarelle Sarrasin Gen Ed teacher documents quarterly that they are aware of and provided ESE and 504 accommodations in a document provided by District ESE Resource Specialist

Start: 8/15/22 End: 9/15/22	Accommodations of Reading to be provided to all students (even those on consult/advanced classes) by general education teacher	General education teachers	District ESE Resource Specialist meets with new teachers and SF works with inclusion teacher collaborate to provide accommodations	Clarelle Sarrasin Gen Ed teacher documents quarterly that they are aware of and provided ESE and 504 accommodations in a document provided by District ESE Resource Specialist
Start: 8/22/22 End: 9/30/22	Monitoring Strategies training #1	Kerri Collis, Literacy Coach Melody Wright, Math Coach	Instructional coaches will provide specific training for monitoring tools/structures that teachers can use during their lessons to gather time sensitive data on student learning in order to remediate and/or accelerate based on individual student needs.	Dr. Garrick Sign in sheets for Title 1 & Professional Development.
Start: 8/22/22 End: 9/30/22	Monitoring Strategies training #2	Kerri Collis, Literacy Coach Melody Wright, Math Coach	Instructional coaches will provide specific training for monitoring tools/structures that teachers can use during their lessons to gather time sensitive data on student learning in order to remediate and/or accelerate based on individual student needs.	Dr. Garrick Sign in sheets for Title 1 & Professional Development.
Start: 8/22/22 End: 9/30/22	Sign-ups for model lessons with monitoring tools/structures	Kerri Collis, Literacy Coach Melody Wright, Math Coach	Instructional coaches will model lessons utilizing monitoring tools/structures that teachers can use during their lessons to gather time sensitive data on student learning in order to remediate and/or accelerate based on individual student needs.	Dr. Garrick Coaches calendar
Start: 8/22/22 End: 9/30/22	ELL training for ELA teachers	Desiree Reyes ESOL Teacher	More ELL strategies are incorporated into all classrooms, benefiting both native English speakers and ELLs. ELA teachers are making use of the differentiation tools	Kerri Collis & Alissa Wright Amplify reports are being used to identify individual instructional needs of students, and

			available in Amplify, have a blended curriculum of digital and paper/hands on activities, and give opportunities for students to engage with materials using multiple modalities	flex days are taking place for small group remediation
Start: 8/22/22 End: 9/30/22	Oral Language Development	Tracey Santiago Reading Teacher	After school program on Tue & Thu will enroll 75% of ELL student	Jeramy Keen Attendance Sheets for After School Programs
Start: 8/22/22 End: 9/30/22	Individual Conferences with ELL students to create awareness and understanding of resources, tools, and staff available to help them succeed.	Desiree Reyes ESOL Teacher	Meet with each ELL student to discuss Snap & Read, After School Program, Relevancy of iReady Diagnostic Testing effort, and resources during class and testing.	Jeramy Keen Mrs. Reyes will provide the roster of student meetings listing dates and times, Diagnostic scores for ELA, Quarter 1 Report Cards and Progress Reports.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	According to the climate and culture survey, parents are concerned about student safety.	This data finding was most impactful because safety has a direct impact on the teaching and learning environment.	Connections: Important Relationships and Networks – Social Capital	
Goal: We will increase PTA membership by 50% of total parent participation and 100% of teacher membership. Increased membership and participation will bring awareness and support to the procedures and plans created to keep our campus safe.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 8/26/22	Every teacher will make a positive phone call home to every student in their classroom.	Every classroom teacher	A call log must be submitted to Mrs. Giordano by August 26 th .	Call logs will be submitted to Mrs. Garrick.

Start: 8/04/22 End: 10/14/22	PTSA will be invited to recruit parents for PTA Membership during parent engagement events: Orientation, Open House, FOCUS Parent Engagement Night A membership form as well as a needs assessment survey was placed in the teachers' mailboxes on August 17 th .	PTSA Board Mrs. Garrick-Admin Mrs. Sequera-Executive Secretary	30 new members during Orientation on August 4 th , and we will acquire 30 additional members during Open House on September 14 th .	Mrs. Garrick and Mrs. Sequera will receive updates from the PTSA board as it relates to membership and teacher needs.
Start: 8/1/22 End:10/14/22	Advertise monthly events in the parent newsletter- "SRMS Times"	Administration	SRMS monthly newsletter for parents will reflect updates and information about school procedures and events.	Mrs. Garrick will work with admin and teachers for updates and information.
Start: 10/12/22 End: 10/12/022	FOCUS: "Everything Your Kids Don't Want You to Know" (Parent/Guardian Night)	Dr. Garrick, Assistant Principal	Parents/Guardians gain a clear an in depth understanding of what FOCUS is, how to access it & useful tools to use in order to monitor their child's progress throughout the year. Parents will be able to create an account, engage in a bilingual presentation, and deepen their knowledge to navigate the software.	Mr. Racine Dr. Garrick Parent feedback, Sign-in Sheets, 25 families per grade level in attendance

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	Data Dive with grade level teams	Utilize PBI to distribute and discuss the data regarding areas of growth, goals, and specific actions.	Jody Huston
8/3/22	School Culture	Create and deliver training that incorporates duty schedules, coverage during transition times, and high needs areas. School Systems review of Buddy System, 3+3+3 Intervention System, student expectation assemblies, Hallway Pass Procedures	Todd Racine
9/19/22	Monitoring Strategies training #1	Instructional coaches will provide specific training for monitoring tools/strictures that teachers can use during their lessons to gather time sensitive data on student learning in order to remediate and/or accelerate based on individual student needs.	Dr. Garrick Sign in sheets for Title 1 & Professional Development.
10/3/22	Monitoring Strategies training #2	Instructional coaches will provide specific training for monitoring tools/strictures that teachers can use during their lessons to gather time sensitive data on student learning in order to remediate and/or accelerate based on individual student needs.	Dr. Garrick Sign in sheets for Title 1 & Professional Development.
9/30/22	Snap and Read	Train teachers of ELL students to effectively implement and monitor usage of programs in their classes for their ELL students	Loudy Mortimer, ELL Resource Teacher

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Attendance Student: 6 th – 90% 7 th – 89.7% 8 th – 88.2%	Research shows students who attend school regularly have higher achievement than those with chronic attendance.	Research shows students who attend school regularly have higher achievement than those with chronic attendance.	
	Staff Attendance: 23/51 = Adequate >95% 9/51 = Severe 90 – 95% 20/51 = Chronic <90%	Research shows chronic staff attendance negatively affects student achievement.		
Goal: Staff Attendance will be >95% in the 2nd 9 weeks. Student Attendance will be >95% in the First 9 weeks. Student Disproportionate Discipline ratios will be 1.0 for all demographic subgroups.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	Communicate weekly overall staff attendance.	Dr. Nichole Garrick	Weekly entries in Round-Up faculty newsletter	Round-Up entries identifying weekly staff attendance. Todd Racine
Start: 10/17/22 End: 12/16/22	Celebrate Department with highest bi-weekly attendance	Dr. Nichole Garrick	Weekly entries in Round-Up faculty newsletter	Round-Up entries identifying weekly Department attendance. Todd Racine
Start: 10/17/22 End: 12/16/22	Recognize teachers with Perfect Attendance at monthly Faculty Meeting	Dr. Nichole Garrick & PBIS Committee	Faculty Agenda	Monthly Faculty Agenda items. Todd Racine
Start: 10/17/22 End: 12/16/22	Recognize students through SWAG Committee (Students With Attendance Goals)	Patty Giordano, Guidance Secretary	Grade levels will demonstrate adequate attendance (>95%)	Mrs. Giordano will update the SWAG bulletin board student recognitions and provide morning announcements promoting the Grade levels that meet monthly attendance goal of >95%.
Start: 10/17/22 End: 12/16/22	Reduce the number of Chronic and Severe students by 10%	Sara Snell-6 th Enrique Valencia-7 th Gina Sultaire-8 th	Students within Chronic range of <90% will have a check-in and check-out attendance sheet.	School Counselors will monitor attendance weekly, track student attendance letters and facilitate the Attendance Matters program.
Start: 10/17/22 End: 11/10/22	Student Activity Days Activity Days Scheduled for November 10 No discipline consequences and 95% ADA	PBIS Committee-Sharon Dotson, Chairperson	List of students invited to participate in Activity Day	Dr. Nichole Garrick and Jeramy Keen
Start: 10/17/22 End: 12/16/22	Coordinate Student Services Resources to attend our weekly Frequent Flyer meetings to problem solve solutions for students with high number of referrals	Harvey Lee, Student Success Coach	Discipline ratios will be monitored weekly and additional supports will be initiated and provided to identified at risk students.	Dr. Nichole Garrick and Jeramy Keen

Start: 10/19/22 End: 12/16/22	Review data and plan interventions for students who have multiple ODRs with the MTSS team.	Jeremy Keen	Using identified students from our Friday Frequent Flyer meetings recommend students to the MTSS team for review	School Counselors: Sara Schwarz, Enrique Valencia, Gina Sultaire Administrators: Jeremy Keen and Nichole Garrick
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>																								
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Goal: By December 16, 100% of our Math, ELA, Intensive Reading, Critical Thinking, Social Studies, and Science teachers will show evidence of documentation (STEP ONE) of monitoring in lesson plans and during walkthroughs monitoring will be clearly established (STEP TWO) as a norm within daily lessons in order to decrease the ELL& SWD Goal: Create an awareness for students and teachers for tools and resources that assist ELL & SWD with increasing overall achievement.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Use Impact Review Tool to conduct walkthroughs and provide immediate feedback to teachers through Power BI	Todd Racine Nichole Garrick Jeremy Keen Alissa Wright Melody Wright	Walkthrough entries in PowerBi by department and Agenda for Instructional Leadership Team.	Instructional Leadership Team will evaluate during weekly meetings. Todd Racine
Start: 10/17/22 End: 12/16/22	ESE Support Facilitators meet with case load to review individual accommodations	Clarelle Sarrasin, District ESE Resource Specialist	Meeting with case load is documented in both FOCUS and in an excel spreadsheet or notebook on the computer. If they were unable to do so at that time, they can meet with them in learning strategies	Clarelle Sarrasin Bi-weekly updates and quarterly updates to IEPs done by SFs and shared with District ESE Resource Specialist
Start: 10/17/22 End: 12/16/22	Support Facilitators will monitor student success via IEP accommodations with content area teachers	Support Facilitators	District ESE Resource Specialist meets with new teachers and SF works with inclusion teacher collaborate to provide accommodations	Clarelle Sarrasin Gen Ed teacher documents quarterly that they are aware of and provided ESE and 504 accommodations in a document provided by District ESE Resource Specialist
Start: 10/31/22 End: 10/31/22	Monitoring and Differentiation strategies training	Alissa Wright, Literacy Coach and Dr. Melody Wright, Math Coach	Instructional coaches will provide specific training for monitoring tools/structures that teachers can use during their lessons to gather time se Dr. Garrick Sign in sheets for Title 1 & Professional Development. Use Power Bi data on student learning in order to remediate and/or accelerate based on individual student needs	Dr. Garrick Sign in sheets for Title 1 & Professional Development.

Start: 10/17/22 End: 12/16/22	Oral Language Development student support	Tracey Santiago Reading Teacher	After school program on Tue & Thu will enroll 75% of ELL students	Jeremy Keen Attendance Sheets for After School Programs
Start: 10/17/22 End: 12/16/22	Individual Conferences with ELL students to create awareness and understanding of resources, tools, and staff available to help them succeed.	Desiree Reyes ESOL Teacher	Meet with each ELL student to discuss Snap & Read, After School Program, Relevancy of iReady Diagnostic Testing effort, and resources during class and testing.	Jeremy Keen Mrs. Reyes will provide the roster of student meetings listing dates and times, Diagnostic scores for ELA, Quarter 2 Report Cards and Progress Reports.
Start: 10/18/22 End: 12/16/22	During collaborative planning, teachers will develop formative assessments to monitor the daily learning targets. Teachers will plan for intentional grouping of students based on the formative assessment data.	Instructional Coaches	Walkthrough Data will show evidence of monitoring being used in 75% of the walkthroughs.	Evaluating Administrators: Jeremy Keen Nichole Garrick Todd Racine

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	According to the climate and culture survey, parents are concerned about student safety.	This data finding was most impactful because safety has a direct impact on the teaching and learning environment.	Connections: Important Relationships and Networks – Social Capital	
Goal: We will increase PTA membership by 50% of total parent participation and 100% of teacher membership. Increased membership and participation will bring awareness and support to the procedures and plans created to keep our campus safe.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/12/22 End: 10/12/22	Host an event for Families to learn useful tips to monitor student progress in FOCUS—Focus for Families	Dr. Nichole Garrick, Assistant Principal	Flyer for event and parent sign in sheet	Todd Racine, verify event is completed

Start: 10/17/22 End: 12/16/22	Parent Conferences	Todd Racine, Principal	Teachers will set up conference schedules in FOCUS and conference date and times will be advertised	Todd Racine, Train staff for setting up conferences and review advertising plan.
Start: 10/17/22 End: 12/16/22	Advertise monthly events in the parent newsletter- "SRMS Times"	Administration	SRMS monthly newsletter for parents will reflect updates and information about school procedures and events.	Mrs. Garrick will work with admin and teachers for updates and information.
Start: 10/17/22 End: 12/16/22	PTSA will be invited to recruit parents for PTA Membership	PTSA Board Mrs. Garrick-Admin Mrs. Sequera-Executive Secretary	Increase new membership during 2 nd quarter by 20%	Todd Racine, Principal

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Storm Grove Middle School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Storm Grove Middle School 0371

Principal (Last Name, First Name)

Taylor, Christopher

Assistant Principal(s)

Duchemin, Dawn

Bethel, Robyn

Esposito, Tabettha

School Leadership Team:

Principal, Christopher Taylor

Assistant Principal, Dawn Duchemin

Assistant Principal, Robyn Bethel

Assistant Principal, Tabettha Esposito

Reading Coach, Maria Nasci

Math Coach, Nancy Demeter

Demographics

School Type and Grades Served	Middle, 6-8
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	42.2%

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students	<u>41%</u>	
	Economically Disadvantaged Students	<u>50%</u>	
	English Language Learners	<u>36%</u>	
	Hispanic Students	<u>50%</u>	
	Multiracial Students	<u>59%</u>	
	Students with Disabilities	<u>32%</u>	
	White Students	<u>60%</u>	
	(less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	B	56%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	50%
	2017-18	C	53%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 Vision Statement

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.

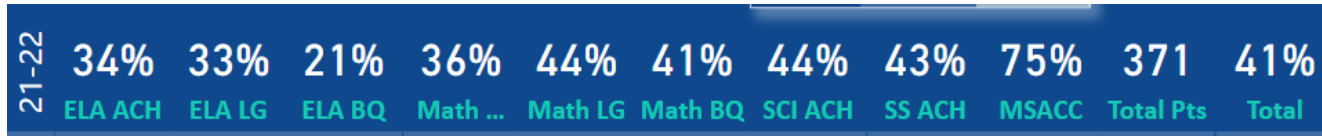
School Narrative

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

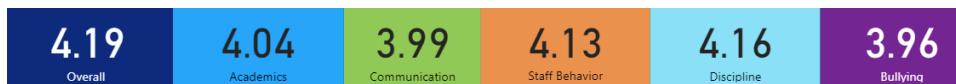
Comprehensive Needs Assessment

Use PBI to analyze data and determine needs.

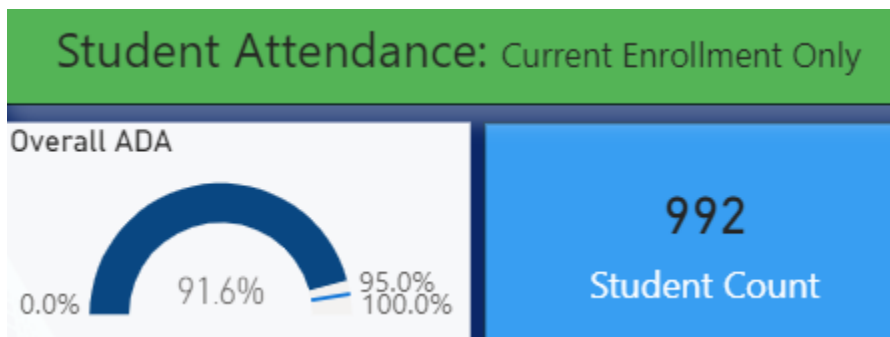
- EWS
 - ESE 32%
 - ELL 36%
- School Grade Data



According to our Parent Climate Survey, Communication was one of the lowest categories:



In 2021- 2022 School Year, our Average Daily Attendance was:



SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.

	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input N/A in the Needs Assessment Summary below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment

Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

Based on FSA Data, ELA Achievement fell from 55% proficiency (2021) to 51% proficiency (2022). Our English Language Learners (36%) and Students with Disabilities (32%) fell below the 41% ranking. These 2 subgroups will need additional intervention support as documented in the SIP

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
School Culture Significant Data Findings – SLT’s will discuss	2021-22 ADA 91.6%	Reducing the number of ODRs and increasing ADA will result in students being in the classroom for instruction. By receiving fewer referrals, students feel valued and a part of the classroom community to support students' emotional and academic needs.	Building Relationships
	ODR 1376		
	ALTOSS 71 Total count		

Goal(s): By the end of Quarter 1, Storm Grove will embrace the high yield strategy of building relationships for ODR Reduction under 200, increased average daily attendance (ADA) to 95%, and ALTOSS assignments under eight (8).

Item	First quarter goal	End of the year goal
ODR Reduction	under 200	under 900
Increased ADA	95%	95%
ALTOSS	under 8	under 35

Implementation Plan for School Culture

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/10/22	Revamp “Stingray credits” program to include: ~ Intentional targeted use to promote ADA ~ Menu of items available ~ Unified understanding of credit distribution ~ Sharing with staff and students Stingray Credit program	PBIS team	Increased ADA Decreased ODR Decreased use of ALTOSS	Number of Stingray credits rewarded /Robyn Bethel, AP

Start: 8/10/22 End: 10/14/22	Uniformed usage of Stringray credits	All Staff/PBIS	Increased ADA Decreased ODR Decreased use of ALTOSS	Number of Stingray credits rewarded /Robyn Bethel, AP
Start: 8/10/22 End: 10/14/22	Classroom incentives to increase ADA	Classroom Teachers	Increased ADA Decreased ODR Decreased use of ALTOSS	Attendance Matters Celebrations / PBIS team
Start: 8/3/22 End: 8/9/22	Create a “reinforcement survey” for students to determine effective reinforcers.	PBIS	Student requested reinforcers	Survey Results /Robyn Bethel, AP
Start: 8/10/22 End: 8/10/22	Teachers allow 5 minutes on the first day to complete the reinforcement survey via FORMS and Canvas	PBIS Team	Master list of student reinforcers ideas	Survey Results /Robyn Bethel, AP
Start: 8/10/22 End: 10/14/22	Creation of a “Student Advisory Council” (MANTAS)	Chris Taylor, principal	Roster/Meeting minutes	Meeting Agenda / Chris Taylor, principal
Start: 8/10/22 End: 10/14/22	Three (3) positive SGMS post cards	Team Leaders	Rosters from grade levels indicating students acknowledged	Master List / Tabby Esposito, AP

Academics

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	ELA - LG & BQ Achievement in all ESSA groups. Overall, ELA achievement at 51% in 2021-22	ESSA Focus: Due to a significant lag (Below 41%) in the group	Formative Assessment and Monitoring
Academics - Significant Data Findings	MATH- Learning Gains and Bottom Quartile achievement in all ESSA groups. Overall, math achievement at 56% in 2021-22	ESSA Focus: Due to a significant lag (Below 41%) in the group	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELL SWD	
<p>Goal(s): End of the year: By the end of the year ELA Achievement will increase from 52% to 56%. Math Achievement will increase from 55% to 61% as represented on statewide summative assessment.</p> <p>Running Goal (Progress Monitoring): Based on baseline monitoring results, by the end of the first nine weeks, 75% of all classroom teachers will effectively use formative assessments and monitoring as collected on the SGMS classroom monitoring collection tool.</p>			
Implementation Plan for Academics			

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 7/19/22 End: 8/10/22	Create an observation/data collection tool for classroom monitoring and formative assessment.	Leadership team	Data collection tool	Completion and sharing of tool / Tabby Esposito, AP
Start: 7/19/22 End: 8/10/22	Create a teacher feedback tool based on walkthrough observations	Leadership team	Teacher feedback tool	Completion of tool and shared / Tabby Esposito, AP
Start: 8/3/22 End: 8/9/22	Share goals/collection tools with staff. Teachers create individual goals for formative assessment and progress monitoring.	Administration	Documentation of school and teacher	Faculty Meeting / Chris Taylor, principal
Start: 7/19/22 End: 8/10/22	Create a schedule of walkthroughs.	Administration	Schedule	Schedule through leadership /Chris Taylor, principal
Start: 8/29/22 End: 10/14/22	Develop A2 program with priority given to students in our ESSA identified groups (ELL, ED). The work will focus on ELA and math. The program will help to remediate, enrich, and support students who may be struggling.	Administration	Prioritized program focusing on closing the gap	A2 Plan Creation / Tabby Esposito, AP

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	Identified a deficiency in communication between school/families on the climate survey.	35/70 teachers signed up for PTSA 2020 89 total memberships 2021 114 total memberships, 13 were teachers/staff 2022 129 total memberships, 47 were teacher/staff Low conference attendance	Connections

Goal:

Increase the number of teacher participation in PTSA from 50% (2021-22) to 95% (2022-23)

Increase the number of parent participation in parent teacher conferences to 25% schoolwide with 15% of conferences being student led.

Increase the number of family engagement activities.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/3/22	Meet the Principal. (Photo Booth) Photos uploaded to social media	Admin/ Chris Taylor, principal	SGMS Representation of various social media platforms	Photos on Social Media / Chris Taylor, principal
Start: 8/21/22 End: 9/1/22	Create a “How To” cheat sheet for different social media platforms	Admin/Tabby Esposito, AP	Distribution of “How To” document during Orientation	Document / Chris Taylor, principal
Start: 7/27/22 End: 7/27/22	Stingray Camp Parent information area / Coffee with the principal	Admin team	Sign-in sheets	PowerPoint Presentation and Feedback / Chris Taylor, principal
Start: 8/3/22 End: 8/3/22	PTSA Sign up booth at first teacher meeting	Admin/Dawn Duchemin, AP	Total number of memberships	Membership Results / Chris Taylor, principal
Start: 7/2022 End: 8/2022	Send reminders to teachers to join PTSA	Admin/Dawn Duchemin, AP	Total number of memberships will increase to at least 50% by the end of the first quarter.	Membership Results / Chris Taylor, principal
Start: 9/14/22 End: 9/14/22	Reading Family Engagement Night	Reading Dept	Sign in sheets/Surveys	Sign in Sheets / Tabby Esposito, AP
Start: 10/15/22 End: 10/26/22	Pre-Conference: Teachers reach out to targeted students to invite for conference	Teachers	Sign in sheets from conference /notes	Call Logs / Chris Taylor, principal
Start: 7/ 2022 End: 8/2022	Schedule the James Webb Space Telescope night	Mrs. Sleeper, Science Teacher	Flyers, social media posts	Flyer, Social Media Posts /Chris Taylor, principal

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/2022 8am-9am	School Improvement Plan dissemination	Reviewed the various components on our 2022-2023 SIP with all stakeholders. Identified data to support our goals, solicited teacher buy-in, and made corrections as needed.	Principal/Assistant Principal
8/4/2022 10am-11am	STARR (TEAM) new teacher training	All teachers that qualify to participate in our STARR/TEAM training were identified, provided mentorship, and reviewed upcoming meeting schedule.	Assistant Principal
8/23/2022 2:45pm-3:45pm	Power BI teacher training on student data	Introduced a new PBI app for teachers to monitor student data. Supports our ELA, Math and attendance goals in our SIP. Follow-up training will be made available.	Brian McMahon and Cathy Beck
Week of 9/19	Power BI teacher training on student data	Introduced a new PBI app for teachers to monitor student data. Supports our ELA, Math and attendance goals in our SIP. Follow-up training will be made available.	Brian McMahon and Cathy Beck

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	First Quarter Average Daily Attendance 93.8%	Increasing ADA will result in students being in the classroom for instruction.	Building Relationships
	By Grade Level: 6 th – 94.7% 7 th – 93.% 8 th – 92.8%		
	157 Office Discipline Referrals	By receiving fewer referrals, students feel valued and a part of the classroom community to support students' emotional and academic needs.	
	6 students received an Out of School Suspension	We want to reduce OSS to keep our students in school to better support our students.	

Goal: By the end of Quarter 2, Storm Grove will embrace the high yield strategy of building relationships for ODR Reduction under 200, increased average daily attendance (ADA) to 95%, and OSS assignments under five (5).

Item	second quarter goal
ODR Reduction	under 200
Increased ADA	95%
OSS	under 5 students receiving an OSS

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 11/1/22	Uniformed usage of Stringray credits	Robyn Bethel, AP	Increased ADA Decreased ODR Decreased use of ALTOSS	Number of Stingray credits rewarded /Robyn Bethel, AP
Start: 10/17/22 End: 12/16/22	Classroom incentives to increase ADA	Robyn Bethel, AP	Increased ADA Decreased ODR Decreased use of ALTOSS	Attendance Matters Celebrations / Robyn Bethel
Start: 10/17/22 End: 12/16/22	Hold “Student Advisory Council” MANTAS	Chris Taylor, principal	Roster/Meeting minutes	Meeting Agenda / Chris Taylor, principal
Start: 10/17/22 End: 12/16/22	PBIS Drawing using tickets	Robyn Bethel, AP	Increased ADA Decreased ODR Decreased use of ALTOSS	Drawings / Robyn Bethel, AP

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	ELA - LG & BQ Achievement in all ESSA groups. Overall, ELA achievement at 51% in 2021-22	ESSA Focus: Due to a significant lag (Below 41%) in the group	Formative Assessment and Monitoring
Academics - Significant Data Findings	MATH- Learning Gains and Bottom Quartile achievement in all ESSA groups. Overall, math achievement at 56% in 2021-22	ESSA Focus: Due to a significant lag (Below 41%) in the group	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		ELL SWD	

Goal:

End of the year: By the end of the year ELA Achievement will increase from 52% to 56%. Math Achievement will increase from 55% to 61% as represented on statewide summative assessment.

Running Goal (Progress Monitoring): Based on baseline monitoring results, by the end of the first nine weeks, 75% of all classroom teachers will effectively use formative assessments and monitoring as collected on the SGMS classroom monitoring collection tool.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Implement A2 plan	Tabby Esposito, AP	Rosters of the students who participated	Review of rosters weekly / Tabby Esposito, AP
Start: 10/17/22 End: 12/16/22	Continue to use the observation/data collection tool for classroom monitoring and formative	Tabby Esposito, AP	Walkthrough forms	Tracking the data in Excel, Tabby Esposito, AP
Start: 10/17/22 End: 10/28/22	Create a schedule of walkthroughs using the monitoring form for quarter 2.	Tabby Esposito, AP	Schedule	Tabby Esposito, AP, will track progress of completed walkthroughs
Start: 10/17/22 End: 12/16/22	Intentionally planning using i-Ready data during collaboration planning	Chris Taylor, principal	Lesson plans in Canvas	Monthly Review, Chris Taylor, principal
Start: 10/17/22 End: 12/16/22	Have teachers who are in the coaching cycle observe other teachers	Chris Taylor, principal	Coaching Log	Review of the coaching log, Chris Taylor, principal
Start: 10/17/22 End: 12/16/22	Create a “missing assignment room during lunches”	Tabby Esposito, AP	Fewer D’s and F’s on progress reports and report cards	Compare the number of missing assignments in Q1 to Q2. Tabby Esposito, AP
Start: 10/17/22 End: 12/16/22	Create a “missing assignment room during lunches” Spreadsheet	Tabby Esposito, AP	Fewer D’s and F’s on progress reports and report cards	Document the number of students invited vs attending on spreadsheet Tabby Esposito, AP
Start: 10/17/22 End: 12/16/22	During collaborative planning, teachers will plan for formative assessments and differentiated learning activities based on the formative assessments	Chris Taylor, principal	Lesson plans in Canvas	All administrators will monitor their assigned areas during collaborative planning sessions

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	Identified a deficiency in communication between school/families on the climate survey.	Low conference attendance More family engagement	Connections	
Goal: Increase the number of parent participation in parent teacher conferences to 25% schoolwide with 15% of conferences being student led.				
Increase the number of family engagement activities.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 10/28/22	Teachers will have 25% of parents attend a conference	Chris Taylor, principal	Documentation of parents who attended	Review of documentation, Tabby Esposito, AP
Start: 10/17/22 End: 10/28/22	Teachers will implement Student Led Conferences as appropriate	Chris Taylor, principal	Documentation of students led conferences	Tabby Esposito, AP, will collect documentation
Start: 10/17/22 End: 11/11/22	Family Reading Night	Maria Naschi	Sign in list, event flyers	Ensure the event is held / Tabby Esposito, AP
Start: 10/17/22 End: 12/16/22	STEAM Activity Night	Dawn Duchemin, AP	Sign in lists, event flyers	Ensuring event take place / Dawn Duchemin, AP
Start: 11/2/22 End: 11/2/22	FACES Event to share school goals with community	Chris Taylor, principal	PowerPoint, social media posts	Review of the process / Chris Taylor, principal

Mid-Year Reflection

December 2022

- ♦ Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Treasure Coast Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Treasure Coast Elementary 0341

Principal (Last Name, First Name)

Simpson, Scott

Assistant Principal(s)

Del Tufo, Susan

School Leadership Team:

Principal, Scott Simpson

Assistant Principal, Susan Del Tufo

K-2nd Literacy Coach, Terri Rollins

3rd-5th Literacy Coach, Heather Allen

K-5th Mathematics Coach, Amy Getchell

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>47%</u>
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>10%</u> Economically Disadvantaged Students <u>47%</u> English Language Learners <u>6%</u> Hispanic Students <u>19%</u> Multiracial Students <u>5%</u>

	Students with Disabilities <u>15%</u> White Students <u>65%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	B	57%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	51%
	2017-18	B	57%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

Students, staff, parents, and community members are dedicated to the academic, personal, social and physical growth of all students. Through diversified experiences, our students discover their potential, achieve readiness for college and careers and succeed in a safe and caring environment.

School Vision Statement

The vision at Treasure Coast Elementary is to prepare students for a rapidly changing world by instilling in them critical thinking skills, a global perspective and respect for the core values of honesty, loyalty perseverance and compassion.

School Narrative

Treasure Coast Elementary is a Marine Science school which emphasizes marine education and its connection to the real world. Our goal is to create 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 by Giving it our Best, Respect, Integrity, and Teamwork. Treasure Coast Elementary strives to promote social and academic growth and give each student a lifelong appreciation of learning.

Comprehensive Needs Assessment

- Early Warning System (EWS)

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
KG	98	4	4.08%							4	4.08%		
01	135	48	35.56%	1	0.74%					48	35.56%	1	1%
02	109	24	22.02%	1	0.92%					24	22.02%	1	1%
03	122	25	20.49%	7	5.74%	3	2.46%			32	26.23%	3	2%
04	91	15	16.48%	5	5.49%	29	31.87%			40	43.96%	8	9%
05	132	34	25.76%	5	3.79%	62	46.97%			77	58.33%	24	18%
Total	687	150	21.83%	19	2.77%	94	13.68%	225	32.75%	37	5%		

Early Warning Indicators by Race/Eth

Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
American Indian or Alaskan Native	1												
Asian	7	1	14.29%					2	28.57%	2	28.57%	1	14%
Black or African American	44	6	13.64%			2	4.55%	6	13.64%	13	29.55%	1	2%
Hispanic	148	33	22.30%			6	4.05%	26	17.57%	49	33.11%	15	10%
Other	36	10	27.78%					2	5.56%	10	27.78%	2	6%
White	451	100	22.17%			11	2.44%	58	12.86%	151	33.48%	18	4%
Total	687	150	21.83%	19	2.77%	94	13.68%	225	32.75%	37	5%		

- ESSA Subgroups below 41%
 - ESE Students: 40%
- 2021-2022 School Grade: B (399 points)
 - ELA Achievement: 57%
 - ELA Learning Gains: 56%
 - ELA Bottom Quartile Learning Gains: 52%
 - Math Achievement: 63%
 - Math Learning Gains: 56%
 - Math Bottom Quartile Learning Gains: 64%
 - Science Achievement: 51%
- 2020-2021 School Grade: C (372 points)
 - ELA Achievement: 58%
 - ELA Learning Gains: 58%
 - ELA Bottom Quartile Learning Gains: 42%
 - Math Achievement: 63%
 - Math Learning Gains: 56%
 - Math Bottom Quartile Learning Gains: 32%
 - Science Achievement: 53%
- 2019-2020 School Grade: C (354 points)
 - ELA Achievement: 58%
 - ELA Learning Gains: 53%
 - ELA Bottom Quartile Learning Gains: 51%
 - Math Achievement: 66%
 - Math Learning Gains: 44%
 - Math Bottom Quartile Learning Gains: 37%
 - Science Achievement: 45%

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?

<i>Phase 1</i> Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).** In the **Needs Assessment Summary**, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the **Needs Assessment Summary** below.

Needs Assessment

Based upon FSA data, 75% of ELA Level 2.5's and 74% of Math Level 2.5's missed increasing their achievement to proficiency. Regarding ESSA, SWD students achieved 37% and Black students achieved 39%.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT's will discuss	Average Daily Attendance (ADA) for 2021-2022 was 92.1%	The ADA is the most specific and quantifiable data source, as well as the primary data point for reporting attendance.	Engagement Strategies	
	Mondays & Fridays ADA for 2021-2022 was 90.5%	Mondays & Fridays were significantly lower than the rest of the week.		
Goal: By implementing a problem-solving approach, positive interventions, and clear procedures, the Average Daily Attendance will increase to 95% in the 1st 9 weeks, expanding student engagement in their learning.				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/14/22	Train staff in contacting parents with “problem-solving” approach and documenting in Focus.	Landis Stanfield, counselor	Records of calls in Focus under Student Documentation	Landis Stanfield, counselor
Start: 8/3/22 End: 10/14/22	Train staff and follow district protocol regarding Individual Student Intervention steps.	Scott Simpson, principal	Students with excessive absences will have records of calls, letters, and documentation.	Landis Stanfield, counselor
Start: 8/3/22 End: 10/14/22	Implement class positive interventions Daily (HERO), Weekly (sticker board), Monthly (class visit & reward).	Landis Stanfield, counselor	Documentation of incentives	Scott Simpson, principal
Start: 8/3/22 End: 10/14/22	Implement Grade Level positive interventions Weekly (Sunday Message).	Scott Simpson, principal	Documentation of incentives	Landis Stanfield, counselor

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
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Academics - Significant Data Findings	The percentage of Level 2.5 students making a learning gain on the FSA was 25% in ELA and 26% in Math in 2021-2022.	This data comes from the state assessment, represents students almost earning a Level 3 (proficiency), and is significantly lower than Level 1's, Low-2's, 3's, 4's, and 5's.	Teachers check for understanding throughout the lesson (monitoring).
	The achievement gap for Band Hispanic students (3 rd -5 th Grade) was 22% and 23% on the FSA in 2021-2022. ELA Achievement (21-22): 57% -White: 64% -Black: 45% -Hispanic: 42% -Other: 50%	This achievement gap was significantly higher in ELA for black and Hispanic students in comparison to other subgroups.	
	Impact Review data showed that Monitoring was observed for an average of 38% during 2021-2022.	Impact Review data allows our teachers with regular feedback throughout the year implementing monitoring.	

List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	40% of SWD students earned the overall school grade components in 2021-2022. -ELA Achievement: 29% -ELA Learning Gains: 42% -ELA Bottom Quartile Gains: 50% -Math Achievement: 33% -Math Learning Gains: 45% -Math Bottom Quartile Gains: 53% -Science Achievement: 26%
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Goal: By implementing increased monitoring in the classroom, Impact Review data will increase to 60% for 1st Quarter. The percentage of students scoring a Level 3 (proficient) in ELA and Math will be 65% due to an increase in Level 2.5 students moving to a Level 3 as our long-term goal.

Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 8/10/22	Teachers will receive PD on monitoring during pre-planning days	Scott Simpson, principal	Documentation of PD	Scott Simpson, principal
Start: 8/10/22 End: 10/14/22	Teachers will develop common checks for understanding during collaborative planning	Terri Rollins, Literacy Coach Heather Allen, Literacy Coach Amy Getchell, Math Coach	Documentation of monitoring in lesson plans	Susan Del Tufo, assistant principal

Start: 8/10/22 End: 10/14/22	Teachers will use their monitoring “cruising clipboards” during classroom lessons. The clipboards contain lists by which teachers can record student progress on the daily, weekly, or unit learning objectives and standards.	Scott Simpson, principal	Administration weekly walkthroughs checking for implementation and use of monitoring clipboards.	Scott Simpson, principal Susan Del Tufo, assistant principal
Start: 8/10/22 End: 10/14/22	After-school learning opportunities will be geared towards Level 2.5 students, Black students, Hispanic students, and ESE students. Tuesday, Wednesday, Thursday after-school learning from 3:50pm – 5:00pm.	Susan Del Tufo, Assistant Principal	Enrollment in after-school learning opportunities	Crosbie Moore, teacher Daphna Vogel, teacher Susan Del Tufo, assistant principal
Start: 8/10/22 End: 10/14/22	District staff and school administration will conduct walkthroughs collecting data for Monitoring.	Scott Simpson, Principal	Impact Review Data with district staff and Weekly Walkthroughs by Administration showing monitoring evidence.	Scott Simpson, Principal Susan Del Tufo, Assistant Principal

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy One of the 4 C's
Significant Findings	According to our school survey, parents rated communication about school events as 4.54/5.	This data is directly from parents and is quantifiable.	Connections: Staff & families need access to social capital through strong, cross-cultural networks built on trust and respect.
	During 2021-2022, the following number of parents were on campus: -1 st Quarter: 578 -2 nd Quarter: 700 -3 rd Quarter: 653 -4 th Quarter: 274	This data was collected throughout the school year.	
Goal: By increasing the opportunities for connection and communication of those opportunities, the number of parents attending school events will increase by 20%.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/10/22 End: 10/21/22	Parent Resource room will be completed as a resource for parent involvement	Scott Simpson, principal	The Parent Resource Room will be completed in time for dedication on September 21	Scott Simpson, principal
Start: 8/10/22 End: 10/14/22	Teacher will be trained in the use of PBIS Rewards App for communication	Erika Fischer, District Technology	Training Logs	Scott Simpson, principal
Start: 8/10/22 End: 10/14/22	Teachers will utilize the PBIS Rewards App for parent communication	Susan Del Tufo, assistant principal	Parents will report positive communication from teachers	Susan Del Tufo, assistant principal, through usage reports
Start: 8/10/22 End: 10/14/22	Parents will have multiple opportunities for on-campus events during the 1 st Quarter	Scott Simpson, principal	Documentation of 1 st Quarter events with the # of parents including Orientation, Open House, Donuts with Dads, FACES event, Student of the Month	Susan Del Tufo, assistant principal

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22 8:30-9:30am	Data Review	Teachers and staff review data from 2021-2022 school year, focusing on FSA data and including subgroups (ethnicity, SWD, ELL, etc.) for development of SIP	Scott Simpson, Principal
8/3/22 9:30-10:30am	School Improvement Plan	Reflection & Review of 2021-2022 School Year. Development of School Improvement Plan Goals (Monitoring, Moms & Dads, ‘Marvel’ous Attendance, Mathematics, Marine Science)	Scott Simpson, Principal
8/3/22 10:30-11:00am	Parent Engagement	Review of new legislation (Parent Rights, Library Books). Discussion of Parent Communication (PBIS Reward, Focus Documentation). Connection to Moms & Dads SIP Goal.	Scott Simpson, Principal
8/3/22 11:00-11:30	School Procedures and “Other”	Review of required school procedures and “other” such as new support staff roles, required trainings, human resources, rules and procedures (FERPA, bullying, hours), Code of Conduct, state testing, calendar, etc.	Scott Simpson, Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful,

and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

[Data.Com](#)

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Average Daily Attendance (ADA) for 2021-2022 was 92.1%	The ADA is the most specific and quantifiable data source, as well as the primary data point for reporting attendance.	Engagement Strategies	
	1 st Quarter (22-23) Average Daily Attendance (ADA) was 93.2%, an increase of 1.2%			
	Mondays & Fridays ADA for 2021-2022 was 90.5%	Mondays & Fridays were significantly lower than the rest of the week.		
	1 st Quarter (22-23) Average Daily Attendance (AD) was 92.5%, an increase of 2%.			
Goal: By implementing a problem-solving approach, positive interventions, and clear procedures, the Average Daily Attendance will increase from 93.2% to 95% during the 2nd 9 weeks, expanding student engagement in their learning.				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 –	Implementation Steps	Person(s) Responsible	Expected Evidence (What evidence would demonstrate the	Monitoring (How and Who?)

Dec. 16, 2022		(First & last name, position)	Implementation Step was successfully executed?)	
Start: 10/17/22 End: 12/16/22	Continue implementation of class positive interventions Daily (HERO), Weekly (sticker board), Monthly (class visit & reward) during 2 nd Quarter.	Landis Stanfield, counselor	Documentation of incentives	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	Continue implementation of Grade Level positive interventions Weekly (Sunday Message) during 2 nd Quarter.	Scott Simpson, principal	Documentation of incentives	Landis Stanfield, counselor
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, counselor will check weekly for documentation in Focus of teacher phone calls and attendance letters.	Landis Stanfield, counselor	Record of checks for calls and letters	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, implement Perfect Attendance Awards each quarter for Individual Students	Landis Stanfield, counselor	Documentation of Incentives	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, implement Quarterly Popcorn Dance Party for highest Grade Level	Landis Stanfield, counselor	Documentation of Incentives	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, implement individual "attendance contracts" with students and parents.	Landis Stanfield, counselor	Attendance Contracts	Scott Simpson, principal
10/17/22	Attendance: 191 students show that attendance is in the chronic level (of less than 90% attendance). Grade chair meeting will occur on 10/14/22 and attendance incentives will be discussed with feedback for next steps	Susan Del Tufo, Assistant Principal	Agenda	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	Attendance Possible Next step: Students who have perfect attendance of the month, parents will be involved in a raffle during the attendance celebration	Landis Stanfield, counselor	Documentation of raffle	Scott Simpson, principal

10/31/22	Attendance letter will be attached with report card or at parent conferences for those students who have attendance issues	Landis Stanfield, counselor	Documentation of letters	Scott Simpson, principal
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Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	The percentage of Level 2.5 students making a learning gain on the FSA was 25% in ELA and 26% in Math in 2021-2022.	This data comes from the state assessment, represents students almost earning a Level 3 (proficiency), and is significantly lower than Level 1's, Low-2's, 3's, 4's, and 5's.	Teachers check for understanding throughout the lesson (monitoring).
	The achievement gap for Black and Hispanic students (3 rd -5 th grade) was 22% and 24% on the FSA in 2021-2022. ELA Achievement (21-22): 57% -White: 64% -Black: 45% -Hispanic: 42% -Other: 50% 1 st Quarter achievement gap for Black and Hispanic students was 7% and 19% using the Fall iReady Diagnostic. ELA Achievement (22-23): 67% -White: 67% -Black: 60% -Hispanic: 48% -Other: 79%	This achievement gap was significantly higher in ELA for Black and Hispanic students in comparison to other subgroups.	
	Impact Review data showed that Monitoring was observed for an average of 38% during 2021-2022. 1 st Quarter Impact Review data showed that Monitoring was observed for an average of 9%.	Impact Review data allows our teachers with regular feedback throughout the year implementing monitoring.	
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	40% of SWD students earned the overall school grade components in 2021-2022. -ELA Achievement: 29% -ELA Learning Gains: 42% -ELA Bottom Quartile Gains: 50%		

-Math Achievement: 33%
 -Math Learning Gains: 45%
 -Math Bottom Quartile Gains: 53%
 -Science Achievement: 26%

Goal: By implementing increased monitoring in the classroom, Impact Review data will increase to 60% for 2nd Quarter. The percentage of students scoring a Level 3 (proficient) in ELA and Math will be 65% due to an increase in Level 2.5 students moving to a Level 3 as our long-term goal.

Implementation Plan for Academics

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	Teachers will continue to use their monitoring “cruising clipboards” during classroom lessons. The clipboards contain lists by which teachers can record student progress on the daily, weekly, or unit learning objectives and standards during 2 nd Quarter.	Scott Simpson, principal	Administration weekly walkthroughs checking for implementation and use of monitoring clipboards.	Scott Simpson, principal Susan Del Tufo, assistant principal
Start: 10/17/22 End: 12/16/22	After-school learning opportunities will continue to be geared towards Level 2.5 students, Black students, Hispanic students, and ESE students. Tuesday, Wednesday, Thursday after-school learning from 3:50pm – 5:00pm during 2 nd Quarter.	Susan Del Tufo, Assistant Principal	Enrollment in after-school learning opportunities	Crosbie Moore, teacher Daphna Vogel, teacher Susan Del Tufo, assistant principal
Start: 10/17/22 End: 12/16/22	District staff and school administration will continue to conduct walkthroughs collecting data for Monitoring during 2 nd Quarter.	Scott Simpson, Principal	Impact Review Data with district staff and Weekly Walkthroughs by Administration showing monitoring evidence.	Scott Simpson, Principal Susan Del Tufo, Assistant Principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, staff will have a PD on daily monitoring in the classroom.	Susan Del Tufo, Principal	Rosters of PD Training	Scott Simpson, Principal
10/18/2022	Provide feedback to teachers visited during impact walks (and school feedback to all)	Scott Simpson, Principal	Agenda of meeting	Scott Simpson, Principal

Start: 10/17/22 End: 12/16/22	Create Lesson Plans that all teachers are accountable to uphold and follow, with ways to monitor that are intentionally planned for and then executed, as seen in walkthroughs	Heather Allen, Literacy Coach Terri Rollins, Literacy Coach Amy Getchell, Math Coach	Lesson Plans	Scott Simpson, Principal
Start: 10/17/22 End: 12/16/22	Teachers intentionally plan and actively monitor using structured accountable talk	Heather Allen, Literacy Coach Terri Rollins, Literacy Coach Amy Getchell, Math Coach	Impact Walks data	Scott Simpson, Principal
Start: 10/17/22 End: 12/16/22	Specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, peer to peer check with structure, feedback when using white boards)	Heather Allen, Literacy Coach Terri Rollins, Literacy Coach Amy Getchell, Math Coach	Impact Walk data	Scott Simpson, Principal
Start: 10/17/22 End: 12/16/22	Students should have criteria for success (ex. rubric, exemplar, visual schedule of what to do/next steps) and this should be utilized to monitor their own learning	Heather Allen, Literacy Coach Terri Rollins, Literacy Coach Amy Getchell, Math Coach	Walkthrough data	Scott Simpson, Principal
11/17/22	Share exemplars from TCE for monitoring at November faculty meeting	Scott Simpson, Principal	Agenda	Scott Simpson, Principal

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	According to our school survey, parents rated communication about school events as 4.54/5.	This data is directly from parents and is quantifiable.	Connections: Staff & families need access to social capital through strong, cross-cultural networks built on trust and respect.

<p>During 2021-2022, the following number of parents were on campus:</p> <ul style="list-style-type: none"> -1st Quarter: 578 -2nd Quarter: 700 -3rd Quarter: 653 -4th Quarter: 274 <p>During 2022-2023, the following number of parents were on campus:</p> <ul style="list-style-type: none"> -1st Quarter: 919 	<p>This data was collected throughout the school year.</p>	
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**Goal: By increasing the opportunities for connection and communication of those opportunities, the number of parents attending school events will increase by 75%.
1st Quarter increase: 59% (578 increased to 919)**

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	<p>Parents will be surveyed quarterly for Communication.</p> <p>During 2nd Quarter, parents will be surveyed for communication for 1st Quarter (Oct) and for 2nd Quarter (Jan)</p>	Susan Del Tufo, assistant principal	Results of parent surveys	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	<p>Parent Resource room was not completed during 1st Quarter due to final construction not completed in August.</p> <p>During 2nd Quarter, the Parent Resource room construction will be completed and the room will be set up.</p>	Scott Simpson, principal	The Parent Resource Room will be completed in time for 3 rd Quarter.	Scott Simpson, principal

Start: 10/17/22 End: 12/16/22	Teacher training in the use of PBIS Rewards App for communication was scheduled and then cancelled due to Hurricane Ian. During 2 nd Quarter, teachers will be trained in the use of PBIS Rewards App for communication	Erika Fischer, District Technology	Training Logs	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	Teachers will continue to utilize the PBIS Rewards App for parent communication during 2 nd Quarter	Susan Del Tufo, assistant principal	Parents will report positive communication from teachers	Susan Del Tufo, assistant principal, through usage reports
Start: 10/17/22 End: 12/16/22	Parents will continue to have multiple opportunities for on-campus events during the 2 nd Quarter	Scott Simpson, principal	Documentation of 2 nd Quarter events with the # of parents including Student of the Month, Conference Nights, Glow Dance Party, Costume Parade, Parent Movie Night, Family Engagement Night.	Susan Del Tufo, assistant principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, school will post monthly calendars for families and staff	Barbara Negreira-Harrell, administrative assistant	Printouts of monthly calendars	Scott Simpson, principal
Start: 10/17/22 End: 12/16/22	During 2 nd Quarter, school staff will develop a year-long calendar for events	Scott Simpson, principal	Calendar of events for year	Scott Simpson, principal

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement

plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Vero Beach Elementary School

School Improvement and Title I Schoolwide Program Plan

Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Vero Beach Elementary 0161

Principal (Last Name, First Name)

Matheny, Lyndsey

Assistant Principal(s)

Van Brimmer, Sarah

School Leadership Team:

Principal, Lyndsey Matheny

Assistant Principal, Sarah Van Brimmer

Math Coach, Paul Dunn

3-5 Literacy Coach, Shawn Conway

K-2 Literacy Coach, Sarah Leopold

School Counselor, Rebecca Bistis

Interventionist, Rebecca Reed

Acceleration Coordinator, Leslie Connolly

Demographics

School Type and Grades Served	Elementary
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	74%

2022-2023 ESSA Subgroups Represented (10 or more students) edudata.fldoe.org Add ESSA language	Black/African American Students <u>46</u> % Economically Disadvantaged Students <u>52</u> % English Language Learners <u>42</u> % Hispanic Students <u>48</u> % Multiracial Students <u>37</u> % Students with Disabilities <u>41</u> % White Students <u>50</u> % (less than 41% will require ESSA add on component)		
	ESSA Status (TS&I, CS&I) TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	50%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	C	46%
	2017-18	D	39%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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

School Vision Statement

We pride ourselves on being a Project Based Learning School and our vision is to inspire authentic learning through engagement and innovation. When students graduate Vero Beach Elementary, we want each of them to have developed authentic problem-solving and inquiry skills which are essential as students grow into life-long learners.

School Narrative

What We Offer:

- Only Moonshot Acceleration school in SDIRC
- Project- Based Learning
- Kindergarten Aeroponics
- Horticulture Club
- 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 "Eco-engineers"
- High Impact Grant "Garden to Table"

Comprehensive Needs Assessment

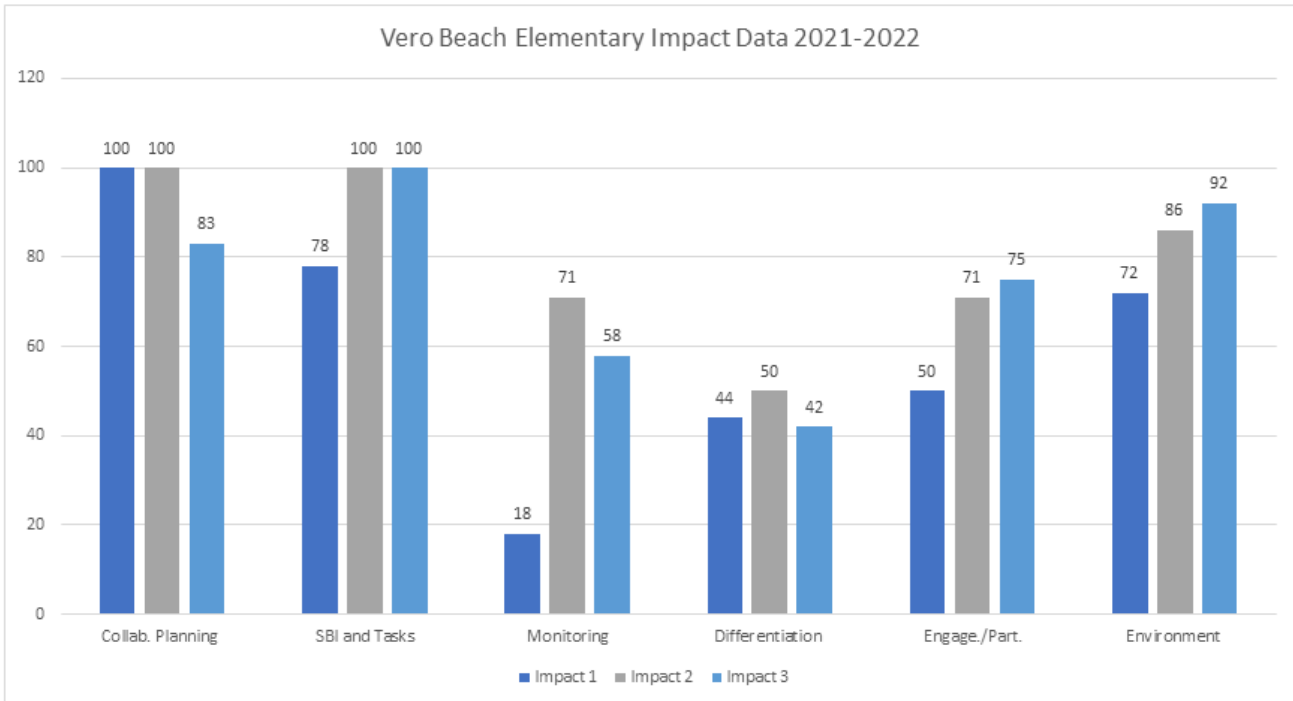
Based on FSA data, ELA proficiency fell below 45% with about 65% of prior year high level 2s failing to meet proficiency this year. This indicates a need for greater support for students on the verge of proficiency. In Math we noticed similarities. Overall math achievement was 49% with about 62% of prior year Level 2 students failing to achieve proficiency. Learning gains for bottom quartile students were 56% in ELA and 62% in Math.

EWS

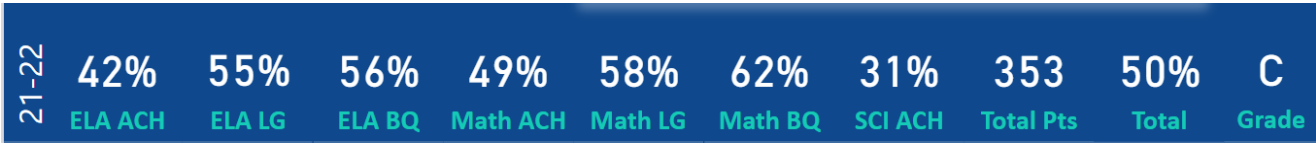
Early Warning Indicators by Grade Level													
Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
PK	70	12	17.14%							12	17.14%		
KG	88	8	9.09%							8	9.09%		
01	111	29	26.13%							29	26.13%		
02	87	20	22.99%							20	22.99%		
03	102	29	28.43%			11	10.78%	8	7.84%	41	40.20%	7	7%
04	74	16	21.62%			2	2.70%	39	52.70%	43	58.11%	14	19%
05	74	18	24.32%	1	1.35%			40	54.05%	45	60.81%	14	19%
Total	606	132	21.78%	1	0.17%	13	2.15%	87	14.36%	198	32.67%	35	6%

School Grade Data to include FDOE data, district data, and survey data

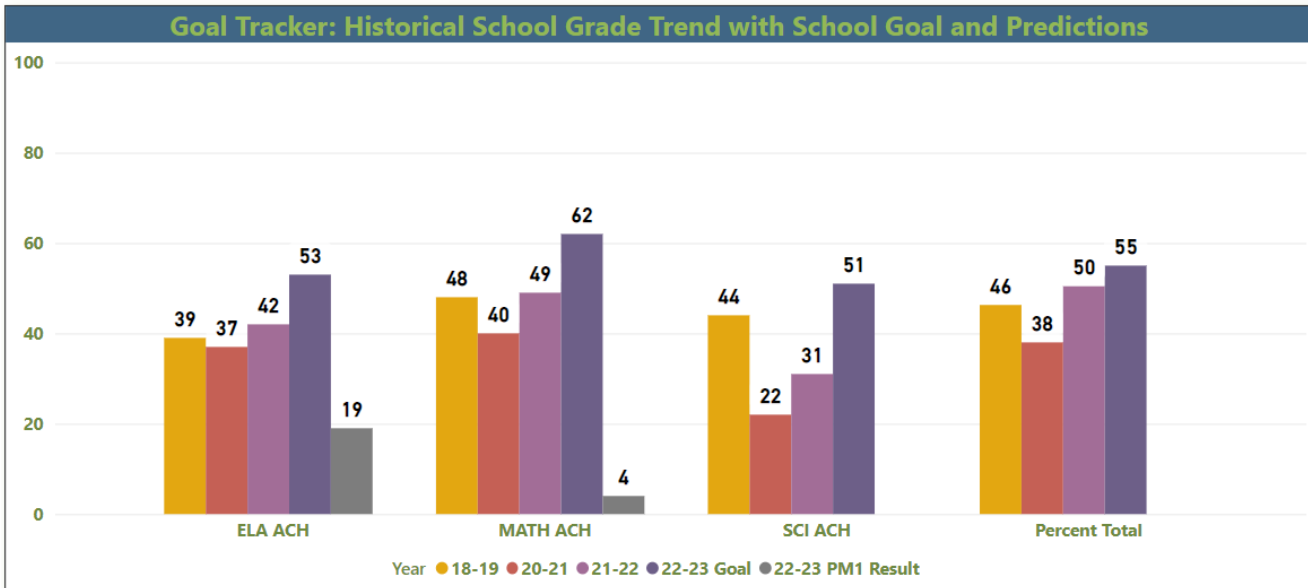
Impact Review Data from 21-22 School Year:



School Grade Outcomes for 21-22 School Year:



Goal Tracker Achievement Data for 22-23 School Year:



Survey Results 21-22 School Year:

LEGEND: 4.5 - 5.0: Dark Green 4 - 4.5: Light Green 3.25 - 4: Yellow 2.5 - 3.25: Red Below 2.5: Dark Red																						
4.35 Overall				4.00 Academics				4.20 Communication			4.13 Staff Behavior				4.12 Discipline				4.10 Bullying			
School	Parent	Staff	Student	School	Parent	Staff	Student	School	Parent	Staff	School	Parent	Staff	Student	School	Parent	Staff	Student	School	Parent	Staff	Student
VBES	4.48	4.27	4.39	VBES	4.36	4.33	3.96	VBES	4.32	4.36	VBES	4.48	4.16	4.09	VBES	4.50	3.66	4.21	VBES	4.36	3.83	4.24

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below. **Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.**

Needs Assessment Summary

School Grade by Race/Eth															
Race/Eth	ELA ACH	ELA LG	ELA BQ	MATH ACH	MATH LG	MATH BQ	SCI ACH	SS ACH	MSACC	GRAD	HSCCA	ELP	Total	COMP	Percent
A													0	0	
B	36	55	64	38	61	57	14						325	7	46
H	40	37	33	56	58	64	37					56	381	8	48
I													0	0	
M	33			40									73	2	37
NR													0	0	
P													0	0	
W	49	64		53	54		31						251	5	50

At VBE, the only subgroup that fell below the 41% threshold were our multi-racial students.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?		
School Culture Significant Data Findings – SLT’s will discuss	91.3% overall average daily attendance for 21-22 SY.	This area directly impacts student achievement.	Relationships		
	Proficiency rates declined in ELA by at least 10 percentage points from adequate to severe to chronic attendance categories.				
	Proficiency rates declined in Math by 28 percentage points from adequate to chronic attendance categories.				
Goal: If Vero Beach Elementary works collaboratively with parents and community partners to build positive relationships, we will be able to reduce barriers for attendance and increase our average daily attendance to 95%. 1st Quarter goal is to have 50% of parents/ families attend engagement events.					
Implementation Plan for School Culture					
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)	
Start: 7/25/22 End: 8/19/22	Attendance Survey for parents & families- used results to target families and their barriers- used info to design Attendance Night	Sarah VanBrimmer (Assistant Principal), Amalia Pasten (ESOL Para)	Survey results	Principal / Assistant Principal review & analyze data to determine next steps	
Start: 9/2/22 End: ongoing	Monthly attendance celebrations for students	Lyndsey Matheny (Principal), Kayla Armand (Attendance secretary)	Monthly attendance reports from FOCUS	Principal and SLT will review Power BI attendance app	

Start: 8/10/22 End: 10/15/22	Quarterly attendance celebrations for students & staff	Lyndsey Matheny (Principal), Kayla Armand (Attendance secretary)	Quarterly attendance reports from FOCUS	Principal and SLT will review Power BI attendance app for students / staff
Start: 8/10/22 End: 10/15/22	Donation Day for uniforms, school supplies, & books	Sarah Leopold (K-2 coach) / Rebecca Bistis (school counselor)	Tracking of number of requests for uniforms and other supplies / # of supplies & uniforms collected	Principal
Start: 8/10/22 End: 10/15/22	Attendance Club / Contract procedures	Rebecca Bistis (school counselor)/ Kayla Armand (attendance secretary)	Weekly reports of attendance for students identified as having severe or chronic attendance, reviewed with school counselor	Principal and SLT will review Power BI attendance app
Start: 9/1/22 End: 10/14/22	Create video for parents regarding important attendance data	Lyndsey Matheny (Principal)	Improved ADA when reviewing Attendance App in Power BI	Principal
Start: Sept 1 End: Sept 1	Attendance Dinner Family Engagement Event	Lyndsey Matheny (Principal)	Pre-Test/ Post-Test for parents, Create individualized plans for students to improve attendance	Attendance app- Principal and Attendance Secretary
Start: 8/2022 End: 10/2022	Attendance Letters, Attendance Phone Calls, Attendance Contracts	Lyndsey Matheny (Principal) and Kayla Armand (Attendance Secretary)	Letters sent out weekly should decline and Attendance should increase	Principal and Attendance Secretary
Start: 9/2022 End: 10/2022	Monthly Principal Challenges- "First to Five"	Lyndsey Matheny (Principal) and Kayla Armand (Attendance Secretary)	Classes will receive incentives if they are the first class to 5 days of perfect attendance Challenge re-sets after a class wins. Monitoring by classroom teachers and recorded by Principal and Attendance Secretary	Principal and Attendance Secretary

Academics

Data Rating	Data Findings & Area Be specific in defining each data	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	42% of students in grades 3-5 scored proficient on the 21-22 Florida Standards Assessment (ELA).	Overall school focus will shift to proficiency.	Formative Assessments (Monitoring) THROUGHOUT the lesson.

Academics - Significant Data Findings	49% of students in grades 3-5 scored proficient on the 21-22 Florida Standards Assessment (math).			
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Multiracial students			
Goal: If formative assessments and monitoring strategies are planned for and embedded throughout daily lessons as evidenced by walkthroughs in 100% of classrooms, student achievement will increase by 10 percentage points, or more.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/3/22 End: 10/15/22	Professional development embedded in collaborative planning on ways to monitor student learning	Leopold (K-2 literacy coach), Dunn (K-5 math coach), Conway (3-5 ELA coach)	PD Rosters, Walkthrough Data for monitoring	Admin / Weekly
Start: 8/10/22 End: ongoing	Each teacher share data collection tool they will use to monitor student learning. The team agrees upon what exactly is being progress monitored daily.	Lyndsey Matheny, Sarah VanBrimmer, all teachers	Data collection tools/ lesson plans / walkthroughs	Admin / 1:1s in PIGG conference
Start: 8/15/22 End: 10/15/22	Leadership Impact Walks with feedback tool	Lyndsey Matheny, Sarah VanBrimmer, Leopold, Dunn, Conway, all teachers	Walkthrough data	Admin / coaches
Start: 8/15/22 End: Ongoing weekly in planning	Review of formative data during collaborative planning sessions	Lyndsey Matheny, Sarah VanBrimmer, Leopold, Dunn, Conway, all teachers	Formative data discussion which leads to changes to instruction during planning	Admin, coaches, teachers
Start: 9/2022 End: 10/2022	Plan for and select students for Moonshot Academy in K-3	Leslie Connelly (Moonshot Acceleration Coordinator), Cari Berwick (Moonshot Coordinator)	Teacher assignments, student permission slips sent out and returned, groups created, teacher training provided	Cari Berwick, Leslie Connelly

Start: 9/2022 End: 10/2022	Meet to identify and create A2 action plan (Dream Chasers Academy grades 3-5)	Lyndsey Matheny, Sarah VanBrimmer, Shawn Conway, Paul Dunn (coordinator of Dream Chasers)	Student list generated based on teacher, permissions slips sent out and returned	Lyndsey Matheny
Start: 9/2022 End: 10/2022	(ESSA subgroup action step) Weekly data conversations focused on the multi-racial subgroup and how students are performing (adjust based on conversations)	Shawn Conway, Paul Dunn, Sarah Leopold	During weekly data chats, coaches will specifically ask for teachers to share data from MR students, adjustments will be made to instruction if necessary	Coaches, admin

Family and Community Engagement

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	Capacity Building Strategy <small>(One of the 4 C's)</small>	
Significant Findings	We had more than 10 events for families to be involved in their student's education.	We would like to focus on providing authentic opportunities for parents and families to be engaged in their child's learning.	Capabilities	
<p>Goal: If we focus on building the capabilities of teachers, parents, and the community to understand the roles of community partners, educational programs, and building trusting relationships, then families will be authentically engaged in student outcomes.</p> <p>1st Quarter – in 21-22 we had 0 parent events with parent engagement; our goal for 22-23 is at least 2 events in Quarter 1.</p>				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible <small>(First & last name, position)</small>	Expected Evidence <small>(What evidence would demonstrate the Implementation Step was successfully executed?)</small>	Monitoring <small>(How and Who?)</small>
Start: 8/8/22 End: 8/8/22	Grade Chair PD with focus on family engagement	Lyndsey Matheny, Sarah VanBrimmer	PD Rosters, participant artifacts	Matheny
Start: 7/25/22 End: Quarterly	Community Visits with Moonshot Bus to Pemberly Palms w/ literacy/attendance flyers & books	Lyndsey Matheny, Sarah VanBrimmer	Photos	Matheny
Start: 8/8/22 End: 8/8/22	Orientation Community Representation – Hall of Champions	Lyndsey Matheny, Sarah VanBrimmer	Rosters / Sign In sheet / Photos	VanBrimmer

Start: 9/15/22 End: 9/15/22	Title 1 Parent Night & Photo Display with Open House	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly (The Learning Alliance)	Rosters / Sign In sheet	Admin
Start: 7/25/22 End: 8/19/22	Family and Community Engagement Survey for Parents / Families	Sarah VanBrimmer & Amalia Pasten	Results from survey	VanBrimmer
Start: 9/7/22 End: 9/7/22	FACES Parent Engagement Event	Lyndsey Matheny, Paul Dunn, Shawn Conway, Sarah Leopold	Sign In sheets, feedback from parents	Matheny
Start: 8/8/22 End: 9/15/22	Establish dates for Project-Based Learning Nights for each grade level for community and family engagement	Grade Chairs	Calendar with dates of each grade level's PBL Night	Admin
Start: 9/1/22 End: 9/1/22	Attendance Awareness Dinner	Matheny	Pre/post test	Matheny
Start: 8/8/22 End: 8/8/22	Family engagement during Orientation- occurred based on PD (I.e Scavenger hunt, QR codes to access field trip activities, etc)	Grade levels	Evidence of families engaging in the activities planned during orientation, evidenced in photos and parent feedback	Matheny and VanBrimmer, walkthoroughs and observations
Start: 9/15/22 End: 9/15/22	Family engagement during Open House- occurred based on PD (I.e Scavenger hunts to explore classrooms)	Grade Levels	Evidence of families engaging in the activities planned during Open House, evidenced in photos and parent feedback	Matheny and VanBrimmer, walkthoroughs and observations

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process

- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/2022 8:00-12:00	School Data and SIP Goals	SIP Goals shared, teacher dashboard shared and reviewed	Principal/Assistant Principal/ Jody Houston
8/4/2022 8:00-10:00	Power BI- Coach Review	In-depth review of Power BI dashboards that would assist with problem solving	Jody Houston
8/4/2022	Grade Chair- growth goals and Parent Engagement	PD around being leaders and how to grow leadership skills, SIP Goal parent engagement and expectations	Principal/ Assistant Principal
8/8/2022 and 8/9/2022 9:00 – 11:00 (2 hours total)	Envisions Training	PD around new math curriculum and instructional model for math K-5	Paul Dunn – Math Coach
8/8/2022 and 8/9/2022 9:00-11:00	Project-Based Learning Expectations	Information shared regarding parent engagement expectations for PBL	Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	93.3% Average Daily Attendance in 1 st quarter. (up 2.2% from overall last school year)	Research proves that if students have adequate attendance, over 95% attendance, student achievement increases.	Relationships
	Proficiency rates declined in ELA by at least 10 percentage points from adequate to severe to chronic attendance categories.		
	Proficiency rates declined in Math by 28 percentage points from adequate to chronic attendance categories.		
	41% of all African American students have an identified attendance concern		

145 CIR and 41 ODRs, the majority of referrals occurring in classroom. African American students are generating more ODRs compared to other subgroups.		
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Goal: If Vero Beach Elementary works collaboratively with parents and community partners to build positive relationships, we will be able to reduce barriers for attendance and increase our average daily attendance to 95%.

Implementation Plan for School Culture

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: ongoing	Monthly attendance celebrations for students	Lyndsey Matheny, Kayla Armand	Monthly Power BI reports, increased amount of students invited to monthly celebrations	Lyndsey Matheny, Kayla Armand
Start: 10/17/22 End: ongoing	Quarterly attendance celebrations for staff	Lyndsey Matheny, Sarah VanBrimmer	Monthly Power BI reports, increased amount of staff members being recognized with Perfect Attendance	Lyndsey Matheny, Sarah VanBrimmer
Start: 10/17/22 End: ongoing	Attendance Club/ Attendance Contract Meetings	Rebecca Bistis, Sarah VanBrimmer	Monthly Power BI reports reviewed for the 3 categories of student attendance (adequate, severe and Chronic). Number of students in severe and chronic categories will decrease if action step is implemented with fidelity.	Rebecca Bistis, Sarah VanBrimmer
Start: 10/17/22 End: Ongoing	Announce attendance rates weekly for grade levels (announcements and on board in cafeteria)	Rebecca Bistis, Lyndsey Matheny, Sarah VanBrimmer	Improve attendance rates	Lyndsey Matheny, Sarah VanBrimmer

Start: 10/17/22 End: ongoing	Letter logging for attendance	Kayla Armand	Monthly Power BI reports reviewed for student falling in specific categories Number of students in severe and chronic categories will decrease if action step is implemented with fidelity	Kayla Armand, Lyndsey Matheny
Start: 10/24/22 End: 10/27/22	Attendance sharing during conferences	Classroom teachers	Teachers will share with parents, student's average daily attendance rate for quarter 1 and what is expected (95% ADA) Conference summary form will reflect attendance information	Lyndsey Matheny, Sarah VanBrimmer, Paul Dunn, Shawn Conway
Start: 10/17/22 End: 12/21/22	First to 5 Attendance Challenge	Lyndsey Matheny, Kayla Armand, and classroom teachers	Increase in average daily attendance school wide	Lyndsey Matheny
Start: 10/17/22 End: Ongoing (until position is filled)	Hire for new TA allocation with Title 1 money for a part time attendance assistant	Lyndsey Matheny, Kayla Armand	Increase in average daily attendance school wide, decrease in the amount of students is chronic or severe attendance	Lyndsey Matheny

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	42% of students in grades 3-5 scored proficient on the 21-22 Florida Standards Assessment (ELA).	Overall school focus will shift to proficiency.	Formative Assessment and Monitoring- with correct feedback on the spot
	49% of students in grades 3-5 scored proficient on the 21-22 Florida Standards Assessment (math).		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Multiracial students		
Goal: If formative assessments and monitoring strategies are planned for and embedded throughout daily lessons as evidenced by walkthroughs in 100% of classrooms, student achievement will increase by 10 percentage points, or more.			
Implementation Plan for Academics			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/21/22	Leadership Impact Walks with feedback tool Immediate feedback provided to teachers with doable next steps	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, all teachers	Walkthrough data	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, Paul Dunn, Sarah Leopold, Shawn Conway
Start: 10/17/22 End: 12/21/22	Review of formative data during collaborative planning sessions	Lyndsey Matheny, Sarah VanBrimmer, Lelise Connelly, Paul Dunn, Sarah Leopold, Shawn Conway, all teachers	Formative data discussion leading to change in instruction during planning Student achievement is expected to improve as a result of the instructional shifts	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, Paul Dunn, Sarah Leopold, Shawn Conway
Start: 10/17/22 End: 12/21/22	PD during collaborative planning time that focuses on providing specific feedback to individual students on the spot	Lyndsey Matheny, Sarah VanBrimmer, Lelise Connelly, Paul Dunn, Sarah Leopold, Shawn Conway, all teachers	Coach and teacher modeling for expected evidence of immediate and specific feedback to ALL students, improved walkthrough data specifically in the area of monitoring	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, Paul Dunn, Sarah Leopold, Shawn Conway
Start: 10/17/22 End: 12/21/22	Students should have criteria for success (ex. rubric, exemplar, visual next steps, checklists, help for some with a structure) and be utilized and checked on a regular basis	Lyndsey Matheny, Sarah VanBrimmer, Lelise Connelly, Paul Dunn, Sarah Leopold, Shawn Conway, all teachers	Walkthrough data	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, Paul Dunn, Sarah Leopold, Shawn Conway
Start: 10/17/22 End: 12/21/22	Intentionally plan for accountable talk/multiple response strategies in all subject areas, daily	Lyndsey Matheny, Sarah VanBrimmer, Lelise Connelly, Paul Dunn, Sarah Leopold, Shawn Conway, all teachers	Walkthrough data	Lyndsey Matheny, Sarah VanBrimmer, Leslie Connelly, Paul Dunn, Sarah Leopold, Shawn Conway

Start: 10/17/22 End: 12/21/22	PD on Kagan structures, Increasing student engagement, differentiation, multiple response strategies, class management	Lyndsey Matheny, Sarah VanBrimmer, Lelise Connelly, Paul Dunn, Sarah Leopold, Shawn Conway, all teachers	PD rosters	Lyndsey Matheny, Sarah VanBrimmer, Lesile Connelly, Paul Dunn, Sarah Leopold, Shawn Conway
Start: 10/17/22 End: 12/21/22	Monitor student data and acceleration of students in Moonshot Academy and Moonshot Tutoring	Leslie Connelly, Cari Berwick	Increase in the number of students showing proficiency on STAR and FAST assessment	Leslie Connelly, Cari Berwick
Start: 11/1/22 End: 12/21/22	Monitor A2 interventions afterschool (Dream Chasers Academy)	Lyndsey Matheny, Paul Dunn	Increase in the number of students showing proficiency on FAST assessments Walkthrough data collected for fidelity of intervention implementation	Lyndsey Matheny, Paul Dunn, Shawn Conway
Start: 10/17/22 End: 10/17/22	Meet with science intervention teacher to identify students and plan for interventions	Cari Berwick, Lyndsey Matheny	Created action plan for beginning intervention and monitoring	Lyndsey Matheny
Start: 10/18/22 End: 12/21/22	Science intervention Groups meet to receive intervention instruction	Cari Berwick	Lesson plans and pacing guide developed	Cari Berwick, Lyndsey Matheny
Start: 10/17/22 End: 12/21/22	Walkthroughs to observe that A2 interventions are being delivered with fidelity	Lyndsey Matheny, Leslie Connelly, Sarah VanBrimmer	Data collection tool and an increase in student achievement data on I-Ready, Star, and FAST	Lyndsey Matheny, Leslie Connelly, Sarah VanBrimmer
Start: 10/17/22 End: 12/21/22	ESSA subgroup action step) Weekly data conversations focused on the multi-racial subgroup and how students are performing (adjust based on conversations)	Shawn Conway, Paul Dunn, Sarah Leopold	During weekly data chats, coaches will specifically ask for teachers to share data from MR students, adjustments will be made to instruction if necessary	Paul Dunn, Shawn Conway, Sarah Leopold, Sarah VanBrimmer, Lyndsey Matheny

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	We had more than 10 events for families to be involved in their student's education.	We would like to focus on providing authentic opportunities for parents and families to be engaged in their child's learning.	Capabilities

Goal: Goal: If we focus on building the capabilities of teachers, parents, and the community to understand the roles of community partners, educational programs, and building trusting relationships, then families will be authentically engaged in student outcomes.

1st Quarter – in 22-23 we had 5 parent events with parent engagement.

Quarter 2 goal- have an additional 5 parent events with parent engagement. (Total of 10 for 1st semester)

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/21/22	Community Visits with Moonshot Bus to another student community w/ literacy/attendance flyers & books	Lyndsey Matheny, Sarah VanBrimmer	Photos, increased attendance for students in school and parents for on campus engagement opportunities	Lyndsey Matheny
Start: 10/24/22 End: 10/27/22	Conference Week Engagement expectations shared with grade levels	All classroom teachers	Sign in sheets	Sarah VanBrimmer
Start: 10/27/22 End: 10/27/22	Chaperone Engagement Event	Lyndsey Matheny	Sign in sheets, approval list of chaperones	Lyndsey Matheny
Start: 10/20/22 End: 10/20/22	Trunk or Treat Engagement Night (parents provided at home engineering projects and educational activities)	PTA	Event Attendance	Lyndsey Matheny
Start: 10/17/22 End: 12/21/22	Invitations to parents to participate in Project Based Learning milestone events	Grade level Project Based Learning contacts, Cari Berwick (Project based Learning Coordinator)	Parent engagement with on campus milestones	Lyndsey Matheny
Start: 12/12/22 End: 12/16/22	Moonshot Tutoring and Academy Showcase	Leslie Connelly, Cari Berwick	Parents will attend an engagement session with their student to see student learning and create a make and take activity to work on over Winter Break	Leslie Connelly, Cari Berwick

Mid-Year Reflection

December 2022

- ♦ Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Vero Beach High School

School Improvement Plan Continuous Improvement Systematized



**Office of Curriculum and Instruction
2022-2023**

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School District of Indian River County



School Information

Name of School (School Name and Number)

Vero Beach High School 0031

Principal (Last Name, First Name)

O'Keefe, Shawn

Vice Principal

Morgan, Rashard

Assistant Principal(s)

Ahrens, Greg

Gonzalez, Vanessa

Griffin, Joy

Hart, Denny

Teachout, Meghan

Thelusma, Juliette

School Leadership Team:

Principal, Shawn O'Keefe

Vice Principal, Rashard Morgan

Assistant Principal, Greg Ahrens

Assistant Principal, Vanessa Gonzalez

Assistant Principal, Megan Teachout

Assistant Principal, Juliette Thelusma

Assistant Principal, Joy Griffin

Reading Coach, Dawn Molton

Math Coach, Mary Stephanie Hiller

Demographics

School Type and Grades Served	High School, 9-12		
2022-2023 Title 1 School	No		
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>45%</u>		
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students <u>38%</u> Economically Disadvantaged Students <u>45%</u> English Language Learners <u>43%</u> Hispanic Students <u>52%</u> Multiracial Students <u>49%</u> Students with Disabilities <u>34%</u> White Students <u>57%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	51%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	48%
	2017-18	B	60%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

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 students 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 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 Vision Statement

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 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 learning. 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 enrollment (college) courses options available to prepare students for post-secondary education. The **Career and Technical Education Program (CTE)** is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership, and service. VBHS provides students the opportunity to explore or enroll in CTE courses that integrate rigorous and relevant standards to changing industry demands.

Comprehensive Needs Assessment

Achievement data:

Math ACH

18-19 50%
20-21 29%
21-22 27%

Math achievement decreased 2 percentage points from 20-21 whereas Math ACH decreased 23 percentage points compared to the 18-19 school year.

SS ACH

18-19 71%
20-21 65%
21-22 58%

Social Studies achievement decreased 7 percentage points from 20-21 whereas SS ACH decreased 13 percentage points compared to the 18-19 school year.

Science Biology ACH

18-19 67%
20-21 58%
21-22 54%

Biology achievement decreased 4 percentage points from 20-21 whereas Biology ACH decreased 13 percentage points compared to the 18-19 school year.

EWS:

22-23 School Year

- 7% or 197/ 2964 are L25 English and Math
- 6% or 169/2964 have a Mental Health Referral

Survey Data:

Climate survey data shows that the primary area of concern for parents is bullying.

Climate survey data shows the two areas of concern for students as discipline and bullying.

Climate survey data shows the primary area of concern for staff is discipling.

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Reignite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBi, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school’s action plans for the 2022-2023 school year. SLT’s will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high abilities. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs

Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

Based on FSA data, ELA scores fell below 73% (18-19) to 69%, and 82% of prior level 2’s and 65% of 2.5’s missing proficiency, indication a need for additional support for students on the threshold of proficiency.

ESSA DATA

Black/African American Students- 38%

Economically Disadvantaged Students -45%

English Language Learners-43%

Hispanic Students -52%

Multiracial Students-49%

Students with Disabilities-34%

White Students -57%

ESSA Data show two subgroups were identified for the 21-22 school year, Students with Disabilities at 34% and Black/African American students at 38%.

Based on FDOE data:

21-22 ELA ACH score of 50% fell below the 18-19 target of 56%.

21-22 Math ACH score of 27% fell below the 18-19 target of 50%.

21-22 Science ACH score of 54% fell below the 18-19 target of 67%.

21-22 Social Studies score of 58% fell below the 18-19 target of 71%.

21-22 HS CCA score of 63% fell below the 18-19 target of 67%.

VBHS School Grade – C 51% points

Data and Systems Review Organizer
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT’s will discuss	Attendance data will increase to 90% as compared to 21-22 at 87%. Discipline data will decrease from Q1 21-22 total 325 ODRs.	Data was selected to increase overall school culture. If culture improves, overall attendance will increase (90%) and discipline will decrease.	Environment

Goal: Students will show a positive connection to school through the implementation of the action steps as evidenced by student attendance of 90% or higher during quarter 1, as well as a decrease in 22-23 Q1 discipline from 325 ODRs for 21-22 school year.

Implementation Plan for School Culture

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/9/22 End: 8/9/22	CHAMPS	Assistant Principal-Denny Hart	All classrooms will have a unified CHAMPS visual posted. Use of CHAMPS evidence tracking during walkthroughs NEFFS.	ADMIN will provide a copy of the NEFF data collected on the form to the teacher and overall finding presented to faculty regularly at meetings.
Start: 8/1/22 End:10/14/22 Ongoing	Principal P.R.O.P.S. <i>Principal Reporting Out Positive Superlatives</i>	ALL VBHS Teachers & Principal O'Keefe	Students will be referred by staff/teachers and recognized by the principal for making positive contributions to the school culture with a certificate of achievement.	J. Plate will collect PROPS sent by teachers weekly. Students will be recognized by S.O. and parents will receive a positive phone call home.
Start: 8/1/22 End: 10/14/22	90% Attendance Policy	Assistant Principal Meghan Teachout	Students must maintain 90% attendance to keep parking privilege, perform or compete in extracurricular sports or performing arts, and attend school functions, dances, etc.	J. Plate runs 90% every 10 days and students are notified of non-compliance. Privileges are returned on the day they return to compliance.

Academics

Data Rating	Data Findings & Area <small>Be specific in defining each data element below.</small>	Rationale for Selection of Data <small>Why was this data finding selected as being most impactful?</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	Math Achievement 18-19 50% 20-21 29% 21-22 27%	Math achievement decreased 2 percentage points from 20-21 whereas Math ACH decreased 23 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.	Monitoring and Staff Development on Monitoring Strategies through Collaborative Planning. VBHS Collaborative Planning: <u>First, Second, Fourth, and Fifth Wednesday of each Month is Collaborative</u>

	<p>US History Achievement 18-19 71% 20-21 65% 21-22 58%</p>	<p>Social Studies achievement decreased 7 percentage points from 20-21 whereas SS ACH decreased 13 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.</p>	<p><u>Content Planning 2:15 PM - 2:55 PM Main Campus:</u> Teachers will meet with their Department Chair at the Main Campus from 2:15 pm-2:55 pm. Teachers will break up by courses to plan for the week.</p>
	<p>Biology Achievement 18-19 67% 20-21 58% 21-22 54%</p>	<p>Biology achievement decreased 4 percentage points from 20-21 whereas Biology ACH decreased 13 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.</p>	<p><u>Third Wednesday of each Month is Emerging Strategy Pillars 2:15 PM -2:55 PM- Main Campus:</u> Teachers will meet with their Emerging Strategy Pillar Leader at the Main Campus from 2:15 pm-2:55 pm. Leaders will be given information at the monthly meeting by Instructional Coaches Mary Stephany Hiller/Dawn Molton, as to what strategy they are to work on that month in the Emerging Strategy Pillar.</p>
<p>Academics - Significant Data Findings</p>	<p>Collaborative Planning</p> <ul style="list-style-type: none"> Impact Review 1 Findings: 44% Classrooms Evidence of Effective CP Impact Review 2 Findings: 92% Classrooms Evidence of Effective CP Impact Review 3 Findings: 67% Classrooms Evidence of Effective CP 	<p>Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.</p>	<p>Engagement, Culture/Climate, Differentiation, Formative Assessment/Monitoring are the 4 areas in our School Improvement Plan that we will cycle through the 3rd Wednesday.</p>
	<p>SBI & Tasks</p> <ul style="list-style-type: none"> Impact Review 1 Findings: 63% Classrooms Evidence of Effective SBI & Tasks Impact Review 2 Findings: 83% Classrooms Evidence of Effective SBI & Tasks Impact Review 3 Findings: 76% Classrooms Evidence of Effective SBI & Tasks 	<p>Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.</p>	

	Monitoring <ul style="list-style-type: none"> • Impact Review 1 Findings: 16% Classrooms Evidence of Effective Monitoring • Impact Review 2 Findings: 22% Classrooms Evidence of Effective Monitoring • Impact Review 3 Findings: 52% Classrooms Evidence of Effective Monitoring 	Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.	
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List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Black – 38% ESE – 34%
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Goal: If teachers participate in collaborative planning with fidelity, 75% of teachers in core subjects will show evidence of progress monitoring of the daily learning target (formative assessments).

Implementation Plan for Academics

Implementation	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/1/22 End: 9/2/22	Revise Non-Evaluative Feedback Form NEFFS-non evaluative feedback form to include Monitoring for understanding of the Daily Learning Target	Principal O’Keefe	Updated version of NEFF	Principal
Start: 8/1/22 End: 10/14/22	Conduct walkthroughs of core subjects using the NEFF form.	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan Principal O’Keefe	40% of core subject classrooms observed will show evidence of checklist on NEFF.	The Principal/APs/ Coaches will collect data weekly and give it to J.G. to calculate data.

Start: 8/1/22 End: 10/14/22 Wednesdays	Attend Collaborative Planning: VBHS Collaborative Planning: First, Second, Fourth, and Fifth Wednesday of each Month is Collaborative Content Planning 2:15 PM - 2:55 PM Main Campus. Third Wednesday of each Month is Emerging Strategy Pillars 2:15 PM -2:55 PM- Main Campus.	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton	Monitoring DLT/Common Assessments & Data chats	APs and Coaches will use guiding questions to verify assessment data/monitoring for DLT/common assessments
Start: 10/3/22 End: 10/13/22	Conduct Impact Review #1	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton	40% of classrooms observed will demonstrate evidence of implementing key areas of focus on the Impact Review Tool.	Coaches and APs will share feedback with staff/teachers with strengths and areas for growth.
Start: 8/1/22 End: 10/14/22	Check and Connect Student Mentoring Program /Training Teachers on Check and Connect Mentoring Program	Marc Harris/ Success Coach	Increase in mentee student enrollment compared to last year.	Data from the University of MN Check and Connect APP- Mr. Harris will monitor mentor fidelity and report weekly to administration.
Start: 8/29/22 End: 10/14/22	Share student list of "Prior Year" 2.0 & 2.5 ELA and ESSA subgroups list with core subject teachers.	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton District Team	Strategic seating for engagement and monitoring of progress	Seating charts in Focus.
Start:9/2022 End: 10/14/22	A2 Tutoring Tuesdays & Thursdays 2-4pm	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton	Help for Math and ELA, weekly on Tuesdays and Thursdays beginning next week on both campuses, with bus transportation provided afterwards. Sign in sheets will track student participation	Sign in sheets will track participation.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the 4 C's)
Significant Findings	<p>During the 2021-2022 school year, VBHS never met the 90% average student attendance goal.</p> <p>There were 325 ODRs during the 1st 9 weeks of the 2021-2022 school year.</p>	<p>When families are engaged, students are more likely to attend school and less likely to exhibit undesirable behaviors. Academic success is intricately intertwined with attendance and behavior.</p>	<p>Connections: Important Relationships and Networks – Social Capital</p>

Goal:

- As a result of using parent engagement impact strategies, student attendance will reach an average of 90% or better for the 1st 9 weeks of the 2022-2023.
- As a result of using parent engagement impact strategies, Office Discipline Referrals for the 1st 9 weeks of the 2022-2023 school year will decrease from the 1st 9 weeks of the 2021-2022 school year by 5 percentage points.
- Volunteer hours increase
- Focus usage
- 1,000 students' families will complete the VBHS Open House Survey.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 7/27/22 End: 7/27/22	9 th Grade Parent Night	Guidance/Principal O'Keefe APS- Morgan, Griffin, Thelusma	Parents will have a smooth transition to VBHS, students will understand the expectations of the school and the pathway to graduation.	Guidance and Administration provide an informative presentation to all that attend the event.
Start: 8/4/22 End: 8/4/22	Orientation	Guidance All Teachers APS- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton Principal O'Keefe	Students walk their schedules on their designated date and time.	Admin and guidance are available for support during the orientation.

Start: 9/13/22 End: 9/13/22	Open House	Guidance All Teachers APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton Principal O'Keefe	Teachers are available in the classrooms. Parents and students can work with teachers to discuss progress.	Focus scheduler allows parents to make appointments.
Start: 8/10/22 End: 9/9/22	Welcome to VBHS-Personal Call	2 nd Period Teachers	100% of VBHS student families will receive a Welcome call (Scripted) from their 2 nd period contact homebase teacher.	Contact log provided by administration. Student Documentation tab in Focus, teachers will log call.
Start: 9/22/22 End: 9/22/22	Dads Bring Your Student to School	VBHS Culinary Mr. Burson/ Principal O'Keefe	Dads will receive an invitation to bring their student to school and enjoy complimentary breakfast with their student.	Principal and Vice Principal by campus.

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.

- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Reignite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Reignite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/5/22 9AM-2:30PM	Academic	Teachers attended various PD offerings provided by the school district at THRIVE22.	District Staff
9/6/22	Academic	VBHS Department Chairs attend training on the expected implementation of Collaborative Planning for SY 22-23.	Principal/AP
9/20/22	Academic	VBHS Teacher PD continues on SBI, engagement, formative assessments/monitoring, and differentiation	Principal/Coaches
9/21/22	Academic	Emerging Strategy Pillar (train the trainer model): Coaches train Pillar leaders to facilitate training to the teachers groups they are leading for SY 22-23. Q1 Topic is Monitoring.	Coaches/Teacher Leaders

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school’s academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	Attendance data will increase to 90% as compared to 21-22 at 87%. Discipline data will decrease from Q1 21-22 total 325 ODRs.	Data was selected to increase overall school culture. If culture improves, overall attendance will increase (90%) and discipline will decrease.	Environment	
Goal: Students will show a positive connection to school through the implementation of the action steps as evidenced by student attendance of 90% or higher during quarter 2, as well as a decrease in 22-23 Q2 discipline from 325 ODRs				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	I Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start 10/17/22 End: 12/16/22	CHAMPS	AP- Denny Hart	All classrooms will have a unified CHAMPS visual posted. Use of CHAMPS evidence tracking during walkthroughs NEFFS.	ADMIN will provide a copy of the NEFF data collected on the form to the teacher and overall finding presented to faculty regularly at meetings.
Start: 10/17/22 End:12/16/22 Ongoing	Principal P.R.O.P.S. <i>Principal Reporting Out Positive Superlatives</i>	All Teachers Principal O'Keefe	Students will be referred by staff/teachers and recognized by the principal for making positive contributions to the school culture with a certificate of achievement.	J. Plate will collect PROPS sent by teachers weekly. Students will be recognized by S.O. and parents will receive a positive phone call home.
Start: 10/17/22 End: 12/16/22	90% Attendance Policy	AP- Teachout Principal O'Keefe	Students must maintain 90% attendance to keep parking privilege, perform or compete in extracurricular sports or performing arts, and attend school functions, dances, etc.	J. Plate runs 90% every 10 days and students are notified of non-compliance. Privileges are returned on the day they return to compliance.
Start: 11/1/22 End: 11/1/22	C2G VBHS hired and will host motivational speaker Duncan Kirkwood from Top Youth Speakers to speak to students about the importance	Principal O'Keefe	Students will attend assembly in the gym, hear from the motivational speaker and sign a class specific banner symbolically committing themselves to graduation C2G.	Staff, graduation coach, teachers, etc. Will then be able to remind students of the commitment C2G they made and encourage follow-through.
Start: 10/31/22	Have prevention intervention specialist work with teachers on PBIS.	SPSS/District	Support teachers with maintaining the positive culture and climate of the school by implementing consistently the school wide expectations as part of classroom management.	SPSS will work with teachers directly based on discipline data from Power BI. Monitoring will be using teacher discipline data by evaluating administrator.

Academics

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	21-22 ELA ACH score of 50% fell below the 18-19 target of 56%.	Combining all 9th and 10th for ELA (while we moved last year from 44% to 50%), if all our last year's level 2.5 or higher students pass, we will be at the same 50% again this year whereas our goal tracker goal is 61%. Our ELA "wild card" are 184 students with no prior year score (prior/prior). For and ELA we will not only need last year's 2.5 students to score at proficiency, but also move up a significant number of the students who were at a 2	Formative Assessment/Monitoring
	Math Achievement 18-19 50% 20-21 29% 21-22 27%	Based on last year's results combined Alg./Geom. If all our last year's 2.5 and higher students pass Alg. Or Geom. EOC then that's 390/1211 would equal 32% for math achievement as our school grade whereby in goal tracker our goal is 46%. Our math "wildcard" are the 129 students we have no score from 8 th grade. For math we will not only need last year's 2.5 students to score at proficiency, but also move up a significant number of the students who were at a 2	
	US History Achievement 18-19 71% 20-21 65% 21-22 58%	Social Studies achievement decreased 7 percentage points from 20-21 whereas SS ACH decreased 13 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.	
	Biology Achievement 18-19 67% 20-21 58% 21-22 54%	Biology achievement decreased 4 percentage points from 20-21 whereas Biology ACH decreased 13 percentage points compared to the 18-19 school year. If we	

		focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.	
Academics - Significant Data Findings	<p>Collaborative Planning</p> <ul style="list-style-type: none"> • Impact Review 1 Findings: 44% Classrooms Evidence of Effective CP • Impact Review 2 Findings: 92% Classrooms Evidence of Effective CP • Impact Review 3 Findings: 67% Classrooms Evidence of Effective CP 	Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.	
	<p>SBI & Tasks</p> <ul style="list-style-type: none"> • Impact Review 1 Findings: 63% Classrooms Evidence of Effective SBI & Tasks • Impact Review 2 Findings: 83% Classrooms Evidence of Effective SBI & Tasks • Impact Review 3 Findings: 76% Classrooms Evidence of Effective SBI & Tasks 	Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.	

	<p>Monitoring</p> <ul style="list-style-type: none"> • Impact Review 1 Findings: 16% Classrooms Evidence of Effective Monitoring • Impact Review 2 Findings: 22% Classrooms Evidence of Effective Monitoring • Impact Review 3 Findings: 52% Classrooms Evidence of Effective Monitoring 	<p>Continuing with Collaborative Planning and SBI/Tasks and Improve/increase student focus through monitoring. If we fully implement weekly collaborative planning with an agreed upon model whereby Wednesdays are extended collaborative planning time with monthly “VBHS Emerging Strategy Pillar” then each of the core subject achievement percentages will increase a minimum of 5%.</p>	
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<p>List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</p>	<p>Black – 38% ESE – 34%</p>
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Goal: If teachers participate in collaborative planning with fidelity, 60% of teachers in core subjects will show evidence of progress monitoring of the daily learning target (formative assessments).

Implementation Plan for Academics

<p>Implementation Date(s) Oct. 17 – Dec. 16, 2022</p>	<p>Implementation Steps</p>	<p>Person(s) Responsible (First & last name, position)</p>	<p>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</p>	<p>Monitoring (How and Who?)</p>
<p>Start: 10/19/22 End: 10/19/2022</p>	<p>During pillars on 10/19, share out formative assessment strategies.</p>	<p>Hiller/Molten- Coaches Assistant Principals Principal-O'Keefe</p>	<p>Collection of Data using NEFF form will show that 60% of teachers in core classes are using one of the formative assessment strategies shared during the Pillars training.</p>	<p>Administration will collect data by content area on the NEFF form and share findings at DC and Faculty meetings.</p>
<p>Start: 11/2/22 End: 11/9/22</p>	<p>Develop protocol for review of student work to be used with departments during</p>	<p>Hiller/Molten- Coaches Assistant Principals Principal-O'Keefe</p>	<p>Collection of data during walkthroughs will demonstrate that</p>	<p>Administration will collect data by content area on the NEFF form and</p>

	collaborative planning with a focus on structured accountable talk and rigorous tasks.		60 % of teachers in core classrooms have implemented student work that is rigorous and aligned to the standard and students are provided the structure for accountable talk when appropriate to the lesson.	share findings at DC and Faculty meetings.
Start:11/2/22 End:11/2/22	Progress Monitoring 1 – Data chats/ Create target groups for Pull Out sessions.	All Core Teachers/Department Chairs for Core Content APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton Principal O’Keefe	Progress Monitoring 1 data will be analyzed and reviewed to plan for remediation. * ESSA groups and 2.5 students Departments will develop a plan to remediate standards that have not been mastered.	Department chair will provide Admin a plan of remediation and how progression toward mastery will be assessed prior to PM #2
Start: 10/14/22 End: 12/16/22	VBHS Collaborative Planning/Emerging Pillar First, Second, Fourth, and Fifth Wednesday of each Month is Collaborative Content Planning 2:15 PM - 2:55 PM Main Campus: Third Wednesday of each Month is Emerging Strategy Pillars 2:15 PM -2:55 PM- Main Campus	Department Chair at the Main Campus from 2:15 pm-2:55 pm. Teachers will break up by courses to plan for the week.	Mary Stephany Hiller/ Dawn Molton	APs and Coaches will use guiding questions to verify assessment data/monitoring for DLT/common assessments
Start: 10/14/22 End: 12/16/22	Conduct Impact Review #2	District APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan	40% of classrooms observed will demonstrate evidence of	New action steps based on the findings will be

		and Coaches Hiller and Molton Principal O'Keefe	implementing the action steps outlined from IR#1.	added to the SIP for Q3.
Start: 10/14/22 End: 12/16/22	Check and Connect Student Mentoring Program /Training Teachers on Check and Connect Mentoring Program	Marc Harris/Success Coach	Mentors will connect with students to review Q1 grades and attendance, celebrate achievements and discuss strategies to work on areas for growth for Q2.	Meeting data is collected on the app. Data from the University of MN Check and Connect APP- Mr. Harris will monitor mentor fidelity and report weekly to administration.
Start: 10/14/22 End: 12/16/22	A2 Tutoring Tuesdays & Thursdays 2-4pm	A2 Teachers APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton Principal O'Keefe	Help for Math and ELA, weekly on Tuesdays and Thursdays beginning next week on both campuses, with bus transportation provided afterwards. Sign in sheets will track student participation	Student sign in sheets will track attendance.
Start: 10/14/22 End: 12/16/22	Math and ELA "Pull Outs" with students at each campus that are on the 2.0-2.5 lists, reviewing progress monitoring	Coaches Hiller and Molton Principal O'Keefe	Progress Monitoring data will show mastery of target standards that have been identified using District Progress monitoring assessments. (FAST PM1) October PM for ALG & GEO	Coaches will provide a weekly schedule to Mr. O'Keefe. Progress Monitoring Data will be reviewed monthly at Department/Admin meetings.

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	During the 2021-2022 school year, VBHS never met the 90% average student attendance goal. There were 325 ODRs during the 1 st 9 weeks of the 2021-2022 school year.	When families are engaged, students are more likely to attend school and less likely to exhibit undesirable behaviors. Academic success is intricately intertwined with attendance and behavior.	Connections: Important Relationships and Networks – Social Capital

Goal:

- As a result of using parent engagement impact strategies, student attendance will reach an average of 90% or better for the 1st 9 weeks of the 2022-2023.
- As a result of using parent engagement impact strategies, Office Discipline Referrals for the 1st 9 weeks of the 2022-2023 school year will decrease from the 1st 9 weeks of the 2021-2022 school year by 5 percentage points.
- Volunteer hours increase
- Focus usage

1,000 students' families will complete the VBHS Open House Survey.

Implementation Plan for Family and Community Engagement

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/25/22 End: 10/25/22	VBHS Parent Conference Night	All Teachers/ Guidance All Teachers APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan and Coaches Hiller and Molton Principal O'Keefe	Parents will meet with teachers they wish to conference to better understand their student's academic progress and/or to problem solve concerns that have arisen this school year.	VBHS administration/ sign in sheets
Start: 10/26/22 End: 10/26/22	10/26 VBHS Hosts DJJ Youth Substance Abuse program with an assembly to speak to all 10 th grade students at VBHS.	APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan Principal O'Keefe DJJ Youth Programs	Students engaging or likely to engage in substance abuse will be less likely to start or continue. Discipline rates related to substance abuse will fall.	Guidance, admin., and support staff with track student progress with discipline rated related to substance abuse.
Start: 10/12/22 End: 10/12/22	College Fair- SRHS	Guidance Counselors/Jessica Wood	Students and parents can obtain information about colleges and the process of applying for college.	Guidance & College Representatives collect contact information on attendees at the event.

Start: 10/21/22 End: 10/21/22	FSA/ FSAA /EOC Perfect Score Celebration Luncheon	V. Gonzalez/AP/ Testing/Student Services/ CTE Culinary Students	12 Students received perfect scores. Parents are invited to honor and celebrate the accomplishment. Lunch will be provided at the Half-hour Inn.	Parents will receive a formal invitation by phone and mail to the event. Administration will have the student attend, regardless of parent participation.
Start: 10/15/22 End: 10/15/22	CTE Expo – SGMS 5:30-8:00	Mr. Lange/CTE Teachers/ APs- Hart, Griffin, Thelusma, Ahrens, Teachout, Gonzalez, Morgan Principal O’Keefe	Parents can tour the CTE courses offered as well as view and discuss content and skill development. Student work is highlighted, and examples of on-site training tools are showcased at the event.	The SDIRC CTE department collects attendance logs at the event.
Start: 11/9/22 End: 11/9/22	VBHS College Expo- 6:00-7:00pm.	Guidance/Jessica Wood Graduation Coach/ Ms. La Ratondo	Parents can meet with Guidance and Colleges	Parents will sign in upon arrival at the Expo.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT’s will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.

Wabasso School

School Improvement Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction
2022-2023

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School District of Indian River County



School Information

Name of School (School Name and Number)

Wabasso School 0131

Principal (Last Name, First Name)

Kohlstedt, Chris

Assistant Principal(s)

Hartmann, Alyssa (Teacher on Assignment)

School Leadership Team:

Principal, Chris Kohlstedt

Teacher on Assignment, Alyssa Hartmann

Speech and Language, Jennifer Schneller

Behavior Technician, Bryanna Frengel

Adaptive PE, Dustin Shepard

Demographics

School Type and Grades Served	Specialized: Kindergarten- 22 years old
2022-2023 Title 1 School	No
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>69%</u>
2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fldoe.org) Add ESSA language	Black/African American Students: <u>36%</u> Economically Disadvantaged Students: <u>69%</u> English Language Learners: <u>0%</u> Hispanic Students: <u>19%</u> Multiracial Students: <u>12%</u>

	Students with Disabilities: <u>100%</u> White Students: <u>45%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	CS & I		
School Grade History	Year	School Improvement Rating	Percentage
	2021-22	Unsatisfactory	22%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	Commendable	65%
	2017-18	Maintaining	34%
School Board Approval	Click or tap to enter a date.		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

To serve all students with excellence to maximize their full potential.

School Vision Statement

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 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.



Early Warning System School Improvement Plans

School
WS

This dashboard provides you with your 22-23 student counts and their "performance" on the 4 Florida Early Warning Indicators (EWI) from 21-22. 22-23 Enrollment is tied to FOCUS and will update on a nightly basis.

Early Warning Indicators by Grade Level

Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
KG	1	1	100.00%							1	100.00%		
01	1	1	100.00%							1	100.00%		
02	1												
03	3												
04	1	1	100.00%					1	100.00%	1	100.00%	1	100%
05	2	1	50.00%					1	50.00%	1	50.00%	1	50%
06	2	1	50.00%							1	50.00%		
07	4	2	50.00%	1	25.00%	1	25.00%	1	25.00%	2	50.00%	1	25%
08	2	1	50.00%							1	50.00%		
09	6	2	33.33%							2	33.33%		
10	6	2	33.33%							2	33.33%		
11	4												
12	12	4	33.33%							4	33.33%		
Total	45	16	35.56%	1	2.22%	1	2.22%	3	6.67%	16	35.56%	3	7%

Early Warning Indicators by Race/Eth

Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct SUS	% SUS	Ct CF	% CF	Ct Lvl 1/2	% Lvl 1/2	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
Asian	1												
Black or African American	10	4	40.00%					1	10.00%	4	40.00%	1	10%
Hispanic	8	3	37.50%							3	37.50%		
Other	6	1	16.67%	1	16.67%	1	16.67%	1	16.67%	1	16.67%	1	17%
White	20	8	40.00%					1	5.00%	8	40.00%	1	5%
Total	45	16	35.56%	1	2.22%	1	2.22%	3	6.67%	16	35.56%	3	7%

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn't?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT's) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT's review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.
	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	

<i>Phase 2</i> Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
<i>Phase 3</i> Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
<i>Phase 4</i> Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing **Continuous Improvement Systematized (CIS)** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield

Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the “High Yield Strategies”, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students’ individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school’s entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#)

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners). In the Needs Assessment Summary, detail how you will address the school-wide improvement priorities for these identified subgroup(s). Each subgroup that fell below 41% needs to be addressed in the Needs Assessment Summary below.

Needs Assessment Summary

The three ESSA subgroups in need of additional action steps are Black, Hispanic, and Students with Disabilities (SWD).

Black/African American 38%

Hispanic 26%

SWD 18%

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
School Culture Significant Data Findings – SLT’s will discuss	2020-2021 85.03% ADA- 4 OSS	We cannot teach students who are not in school on a regular and consistent (DAILY) basis	Engagement Strategies	
	2021-2022 87.25% ADA 5 OSS			
Goal: 95% Average Daily Attendance				
Implementation Plan for School Culture				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/2022 End: 10/10/22	PBIS Implementation	Susan Wardlow-Behavior Technician/PBIS Lead	Increase in Activities, increased rewards, increased attendance.	Behavior and attendance data tracking – Monthly-(Susan Wardlow-Behavior Technician)
Start: 8/2022 End: 10/10/22	Phone Calls home after two consecutive days of absence	Alyssa Hartmann-Teacher on Assignment	Reduction in absences	ADA Tracking –Alyssa Hartmann(Teacher on Assignment)-Daily
Start: 8/2022 End: 10/10/22	PBIS Random rewards events	PBIS Team Susan Wardlow (Behavior Tech)	Increased number of students earning event-increased ADA	PBIS Data tracking-Classroom Data tracking Sheet-Susan Wardlow-Behavior Technician-Monthly
Start: 10/6/22 End: 10/6/22	Family Night #1	Kohlstedt-Principal	Increased Family Attendance	Sign in compared to 4 th quarter 2021.Chris Kohlstedt-Principal-Quarterly
Start: 10/13/22 End: 10/13/22	1 st Quarter Awards ceremony	Kohlstedt-Principal	Reduction in absences and Family attendance	Sign in- Baseline for Awards. Chris Kohlstedt-Principal-Quarterly
Start: 8/28/22 End: 10/10/22	Perfect Attendance weekly phone calls home	Kohlstedt-Principal	Increase student attendance and maintenance of those receiving the calls.	ADA Data- Collected by Alyssa Hartmann, call made by Chris Kohlstedt-Weekly

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?	
Academics - Significant Data Findings	ELA MS 33% Prof FSAA	Approximately 60% of our students take at least one subject area FSAA. 100% of those students should be instructed using the ULS (Unique Learning System) curriculum for most content area during the school day.	Standards aligned instruction using access points and the ULS curriculum. Monitoring and Feedback	
	9 th ELA 20% Prof FSAA			
	10 th ELA 60% Prof FSAA			
Academics - Significant Data Findings	Geometry 50% Prof FSAA U.S. Hist- 25% Prof FSAA Algebra –0% Prof FSAA Biology- 20% Prof FSAA Civics –0% Prof FSAA MS Math- 16% Prof FSAA Science –0% Prof FSAA			
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.				
Goal: 100% of our teachers who instruct students on the FSAA track will effectively and consistently implement quality ULS instruction and assessments.				
Implementation Plan for Academics				
Implementation Date(s) Aug. 1 st – Oct 14 th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 8/5/22 End: 8/5/22	Attend ULS Training	Kohlstedt/Hartmann Principal and Teacher on Assignment	Frontline Registration and sign in confirmation	Kohlstedt- Attended training as well. Wabasso teachers were present and participated-One time
Start: 8/25/22 End: 10/10/22	Data Chats by teacher	Kohlstedt and teachers-Principal	Formative Assessment Data Review	Kohlstedt- Data Collection and Tracking- Monthly
Start: 9/2022 End: 10/10/22	Impact Review - Walkthroughs	Kohlstedt, District Team	Documented Feedback regarding ULS implementation and quality instruction	Consistent visits to classrooms. Collaborative planning evidence. (Kohlstedt-Principal)-Weekly
Start: 9/25/22 End: 10/10/22	Lesson Plan Review	Kohlstedt/ Teachers	Lesson Plans will include ULS with differentiation and accommodations by child.	Collaborative Planning occurs weekly on Tuesdays from 7:30-8:10. Lesson plans will be collected and reviewed. (Kohlstedt-Principal)-Weekly

Family and Community Engagement

Data Rating	Data Findings and Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the 4 C's)
Significant Findings A very low percentage of our families attend school events.	The maximum participation we have had from families was approximately 50% at the Sports Showcase, followed by 25% at our 5K.	If we increase opportunities with proactive communication and organization, we can increase family engagement at school events.	Connections: These events will bring families, teachers and community together to engage in student and family focused activities.

Goal: Our goal is to significantly increase our parent and family involvement to 100% at our events. Their presence builds relationships and an understanding of our role as partners in the development of their child.

Implementation Plan for Family and Community Engagement

Implementation Dates	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start:8/4/22 End:8/4/22	Orientation	Kohlstedt-Principal	Parent Sign in Sheet	Phone parents who are not present and follow up. (Classroom Teachers)
Start:9/9/22 End:9/9/22	Grandparents Day Breakfast	Hartmann-Teacher on Assignment	Grandparent Sign in	Advanced Notice and Communication (Jaime House-Administrative Assistant, Chris Kohlstedt-Principal, Alyssa Hartmann-Teacher on Assignment)
Start:9/14/22 End:9/14/22	Open House	Kohlstedt-Principal	Parent Sign-in	Advanced Notice, Communication and Preparation (Jaime House-Administrative Assistant, Chris Kohlstedt-Principal, Alyssa Hartmann-Teacher on Assignment)
Start:10/13/22 End:10/13/22	1st Quarter Awards	Teachers	Increased Parent Presence-Sign -In	Advanced Notice, Communication and Preparation (Jaime House-Administrative Assistant, Chris Kohlstedt-Principal, Alyssa Hartmann-Teacher on Assignment)
Start:10/6/22 End:10/6/22	Family Night #1	Kohlstedt-Principal	Increased Parent Presence	Compare Family Night 1 to last year's highest attendance Family Night- Chris Kohlstedt-Principal

Finalize Action Steps & Stakeholder Engagement

August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:

- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an “Opening of Schools PD” is to share what was learned and planned for during Relgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an “Opening of Schools” Professional Development that incorporates trainings on the SIP process based on the work at Relgnite. In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/5/2022-8:30	ULS Training	Teach utilization and implementation of ULS	Alyssa Hartmann-Teacher on Assignment
8/9/2022- 8:30	SIP Review	Share SIP development from Reignite	Chris Kohlstedt-Principal

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as needed. Additionally, Title I schools will make the Parent and Family Engagement Plan available to the local community. For further information, please review the Title I CANVAS course and contact the Federal Programs Department. PL 114-95 §1116(b)(1); PL 114-95 §1116(b)(1)(2)

Systems Review & Data.Com

Impact Review Walks

October 3 - 13, 2022

The purpose of the Impact Review process is to foster continuous improvement by examining each school's academic programs and school culture through targeted walkthroughs with school-based teams and district staff. The walkthroughs are conducted to monitor the use of High Yield Strategies being implemented to ensure classrooms are providing high-quality, standards-based instruction while cultivating safe, respectful, and supportive school environments, which are equitable and inclusive for all students. After the walkthroughs are completed and the overall findings are discussed, the school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP).

Data.Com

October 14, 2022

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop School Culture, Academics, and Family and Community Engagement plans for Full Implementation Steps.

Phase 2: Full Implementation

Modify SIP

October 14 - 17, 2022

Finalize modification of SIP based on data analysis, stakeholder feedback, impact review walks.

Full Implementation

October 17 – December 16, 2022

During Phase 2, *Full Implementation*, schools will refine and execute the Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence, Impact Review Data, and Data.Com reviews.

- Monitor the execution of Full Implementation Steps to ensure a high degree of fidelity.

High Yield Strategies

School Leadership Teams will refer to the High Yield Strategies on page 8 to reexamine, identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics. If the previous high yield strategy is now sustainable, the SLT may decide on a new strategy to focus on for the next quarter. Caution to STL's – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy that is most likely to support academic success.

Data and Systems Review Organizer

School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)	
School Culture Significant Data Findings – SLT's will discuss	2020-2021 85.03% ADA- 4 OSS	We cannot teach students who are not in school on a regular and consistent (DAILY) basis	Engagement Strategies	
	2021-2022 87.25% ADA 5 OSS			
Goal: 95% Average Daily Attendance				
Implementation Plan for School Culture				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/17/22 End: 12/16/22	PBIS Implementation	Susan Wardlow-Behavior Technician/PBIS Lead	Increase in Activities, increased rewards, increased attendance.	Behavior and attendance data tracking – Monthly- (Susan Wardlow-Behavior Technician)

Start: 10/10/2022 End: 12/21/2022	Phone Calls home after two consecutive days of absence	Alyssa Hartmann-Teacher on Assignment	Reduction in absences	ADA Tracking –Alyssa Hartmann(Teacher on Assignment)-Daily
Start: 10/10/2022 End: 12/21/2022	PBIS Random rewards events	PBIS Team Susan Wardlow (Behavior Tech)	Increased number of students earning event-increased ADA	PBIS Data tracking-Classroom Data tracking Sheet-Susan Wardlow-Behavior Technician-Monthly
Start: 12/1/2022 End: 12/1/2022	Family Night #2	Kohlstedt-Principal	Increased Family Attendance	Sign in compared to 1st quarter 2022.Chris Kohlstedt-Principal-Quarterly
Start: 1/11/2022 End: 1/11/2022	2nd Quarter Awards ceremony	Kohlstedt-Principal	Increase in Family attendance	Sign in. Chris Kohlstedt compared to 1 st Quarter-Principal-Quarterly
Start: 10/10/2022 End: 12/1/2022	Perfect Attendance weekly phone calls home	Kohlstedt-Principal	Increase student attendance and maintenance of those receiving the calls.	ADA Data- Collected by Alyssa Hartmann, call made by Chris Kohlstedt-Weekly

Academics

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
Academics - Significant Data Findings	ELA MS 33% Prof FSAA 9 th ELA 20% Prof FSAA 10 th ELA 60% Prof FSAA	Approximately 60% of our students take at least one subject area FSAA. 100% of those students should be instructed using the ULS (Unique Learning System) curriculum for most content area during the school day.	Standards aligned instruction using access points and the ULS curriculum. Monitoring and Feedback
Academics - Significant Data Findings	Geometry 50% Prof FSAA U.S. Hist- 25% Prof FSAA Algebra –0% Prof FSAA Biology- 20% Prof FSAA Civics –0% Prof FSAA MS Math- 16% Prof FSAA Science –0% Prof FSAA		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		N/A	
Goal: 100% of our teachers who instruct students on the FSAA track will effectively and consistently implement quality ULS instruction and assessments.			
Implementation Plan for Academics			

Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 10/10/2022 End: 12/21/2022	Data Chats by teacher-after each collection of applicable data. Calendar is designed for remainder of school	Kohlstedt and teachers-Principal	Formative Assessment Data Review	Kohlstedt- Data Collection and Tracking- Monthly
Start: 10/10/2022 End: 12/21/2022	Impact Review - Walkthroughs	Kohlstedt, District Team	Documented Feedback regarding ULS implementation and quality instruction	Consistent visits to classrooms. Collaborative planning evidence. (Kohlstedt-Principal)-Weekly
Start: 10/10/2022 End: 12/21/2022	Weekly Lesson Plan Review	Kohlstedt/ Teachers	Lesson Plans will include ULS with differentiation and accommodations by child.	Collaborative Planning Tuesdays from 7:30-8:10. Lesson plans will be collected and reviewed. (Kohlstedt-Principal)-Weekly

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)	
Significant Findings	The maximum participation we have had from families was approximately 50% at the Sports Showcase, followed by 25% at our 5K.	If we increase opportunities with proactive communication and organization, we can increase family engagement at school events.	Connections: These events will bring families, teachers and community together to engage in student and family focused activities.	
Goal: Our goal is to significantly increase our parent and family involvement to 100% at our events. Their presence builds relationships and an understanding of our role as partners in the development of their child.				
Implementation Plan for Family and Community Engagement				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: 1/11/2023 End: 1/11/2023	2nd Quarter Awards	Teachers	Increased Parent Presence-Sign -In	Advanced Notice, Communication and Preparation (Jaime House-Administrative Assistant, Chris Kohlstedt-Principal, Alyssa Hartmann-Teacher on Assignment)

Start:12/1/2022 End: 12/1/2022	Family Night #2	Kohlstedt-Principal	Increased Parent Presence	Compare Family Night 2 to Quarter 1 attendance Family Night- Chris Kohlstedt-Principal
Start: 12/9/2022 End: 12/9/2022	Sports Showcase and Special Olympics Sports Showcase and Special Olympics	Dustin Shepard-PE Coach	Increased Parent and Family Engagement	Compare presence via sign in to Last Spring's Sport Showcase attendance.

Mid-Year Reflection

December 2022

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection

Impact Review Walks

January 10 - 19, 2023

Using the Impact Review process and the overall findings are discussed with faculty, school-based teams will review the information and the effects of this work on the School Improvement Plans (SIP). They will use this information in conjunction with the data from Data.Com to make mid-year modifications to the SIP.

Data.Com

January 20, 2022

Using information from the Impact Review process and Data.Com, SLT's will make modifications to the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop School Culture, Academic, and Family and Community Engagement plans for Quarter 2 Implementation Steps

After the Full Implementation Phase, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative data gathered during the Impact Review, the Mid-year Reflection, and quantitative data provided at Data.Com. SLTs will modify SIPs based on these data sets. Implementation Steps will be refined for Phase 3 - Quarter 3 & 4 Implementation.