

School District of Indian River County

IR PREP



2022-23 Ungraded Schoolwide Improvement Plan

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IR PREP

1426 18TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Dariyall Brown

Start Date for this Principal: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2022-23: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's 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.

Provide the school's 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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

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.

IR PREP does not issue diplomas. The referring school will issue the diploma to a student satisfying all graduation requirements.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Brown, Dariyall	Principal	Principal duties and responsibilities are as described in the job description approved by the School District of Indian River County.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not applicable based on the response to the previous question.

Demographic Information

Principal start date

Wednesday 7/1/2020, Dariyall Brown

Total number of students enrolled at the school.

76

Total number of teacher positions allocated to the school.

15

Number of teachers with professional teaching certificates?

10

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

6

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	8	18	4	23	14	6	73
Attendance below 90 percent	0	0	0	0	0	0	0	5	11	3	18	12	5	54
One or more suspensions	0	0	0	0	0	0	0	5	9	3	7	8	4	36
Course failure in ELA	0	0	0	0	0	0	0	3	8	3	10	7	3	34
Course failure in Math	0	0	0	0	0	0	0	1	4	1	2	3	1	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	4	2	11	4	1	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	2	7	3	6	0	0	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	3	4	2	11	4	1	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	5	12	4	17	12	5	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	2	5	1	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Date this data was collected or last updated

Monday 9/19/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	8	18	4	23	14	6	73
Attendance below 90 percent	0	0	0	0	0	0	1	3	7	9	7	3	2	32
One or more suspensions	0	0	0	0	0	0	0	5	10	1	8	8	2	34
Course failure in ELA	0	0	0	0	0	0	0	4	11	3	10	8	4	40
Course failure in Math	0	0	0	0	0	0	0	3	10	2	10	7	3	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	3	12	8	1	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	6	3	15	6	3	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	4	7	3	13	8	3	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	2	5	1	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	52%					58%	56%
ELA Learning Gains		49%	52%					54%	51%
ELA Lowest 25th Percentile		40%	41%					40%	42%
Math Achievement		28%	41%					48%	51%
Math Learning Gains		33%	48%					46%	48%
Math Lowest 25th Percentile		41%	49%					39%	45%
Science Achievement		57%	61%					68%	68%
Social Studies Achievement		62%	68%					68%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison						
06	2022					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison						
06	2022					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2022					
	2019	10%	49%	-39%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	64%	-24%	70%	-30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	58%	-58%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
FRL											

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	2
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	6
Total Components for the Federal Index	4
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Principal and teachers used local and state assessments to progress monitor student achievement in ELA, Math, Science, US History, and Civics. Differentiation will coexist with the Blended Learning Model in all subject areas via Collaborative Planning to produce an expected growth in I-READY, Unit Assessment & Achieve 3000 data by 10%.

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

We will determine how to move students' level of achievement on the new FAST progress monitoring tool. Administrators will lead this process to help teachers to recognize low-performing students and reteach lessons based on academic need. The administration team will monitor and evaluate all lesson plans uploaded on Canvas by teachers. Formal and informal classroom walkthroughs and feedback will be conducted on a weekly basis.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

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.

What trends emerge across grade levels, subgroups and core content areas?

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

What strategies need to be implemented in order to accelerate learning?

The ESSA subgroups that fell below 41% are Economically Disadvantaged (ED) students.

1. Identify all ED students who were deficient in key areas of achievement.
2. Conduct data chats with staff.
3. Support teachers in the development of differentiated and engaging lesson plans.
3. Conduct fidelity checks to ensure that all ED students are receiving small group instruction and remediation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

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 embedded 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.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale is to identify at-risk middle and high school students during the 1st quarter and assign them to small group instruction and remediation in the ELA classroom. In addition, our rationale is to identify the areas of weakness for level 1 & 2 students in Math computation skills. The rationale is to identify all Level 1 & 2 students and begin working on all deficient areas in preparation for Algebra EOC retakes. The rationale is to identify Level 1 & 2 students who were deficient in key areas of the FSA ELA in preparation for Fall retakes.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

IR PREP will increase student proficiency on FSA retakes, FAST tests, FLCE, EOC History & Biology by 5% of our student population.
 14% of our Black/African American students will make an anticipated learning gain of 5% on the FAST ELA.
 10% of our Black/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.
 12% of our Hispanic students will make an anticipated learning gain of 5% on the FAST Math.
 10% of our White students will make an anticipated learning gain of 5% on the FAST ELA.
 10% of our White students will make an anticipated learning gain of 5% on the FAST Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. After each FAST-Monitoring Test the School Leadership will disaggregate the data and identify the areas of weakness.
2. The FAST data will be disseminated to all subject area teachers in preparation for our data chats.
3. Data chats will be scheduled on a monthly basis to review our ESSA subgroups and determine which Tier 3 academic intervention should be in place.
4. Blended Learning strategies will be instituted in each of the 90-minute classroom blocks which will entail small group instruction, digital studio, and independent learning.
5. The students' results from each FAST, I-Ready, and Achieve 3000 data will be reviewed and presented to the staff on a monthly basis.
6. All teachers will interpret the data for their students and reteach or remediate those students who struggle to grasp the understanding of the lessons.

Person responsible for monitoring outcome:

Dariyall Brown (dariyall.brown@indianriverschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative Planning is the area of focus and the rationale is to create professional learning communities that support standards-based instruction, instructional practices, curriculum alignment, data analysis, differentiation, and student engagement through weekly collaborative planning sessions. These scheduled weekly planning meetings are consistent and cover all of the above-mentioned topics. The blended learning model will be the continuous professional development to practice cycle of improvement, which creates an opportunity for tight feedback loops and collective efficacy.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The DSD PD team will provide classroom teachers and support staff with an overall view of the Three Phases of Blended Learning in a virtual or traditional learning environment. Phase One shows how to design a checklist and learning studio for any classroom structure. Phase Two uses the data to differentiate the learning outcomes and allow students to move through the content at their own pace, place, and path. Phase Three pushes for high levels of student ownership while the teacher becomes the facilitator and student passions projects drive the learning targets. The two-hour hands-on workshop will demonstrate a working model of a Phase One and Phase Two blended learning environment.

- Design a Phase One lesson plan for hybrid or virtual classrooms
- Implementation of technology into the blended learning classroom
- Develop a rollout plan for the Three Phases of Blended Learning.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Determine how to move students' 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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

1. The climate and culture survey was at an overall score of 3.61 for the 21-22 school year.
2. The climate and culture survey showed a score of 2.91 among 54% of students who have a low perception of IR PREP.
3. 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.
4. The climate and culture showed a score of 3.77 among 84% of parents who have a moderate perception

of IR Prep.

5. IR Prep will implement the PBIS-Rewards system that will be a part of our school's climate and culture.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

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. 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 1st quarter.

Describe how implementation will be progress monitored.

The SLT will monitor the results of the Title 1 meeting with a quarterly survey. The SLT will monitor the results of all surveys and problem-solving to make the necessary adjustments. The SLT will monitor the fidelity of our PBIS rewards program and reinforce the program with ideas and suggestions for improvement.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
1. School Leadership Team will introduce the school climate and culture data to all stakeholders as a part of the Title 1 and all SAC Meetings.	
2. The School Leadership Team 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.	Bennett-Campbell, Dawn, dawn.bennett-campbell@indianriverschools.org
3. The MTSS team will be responsible for creating and effectively implementing our school's PBIS program.	