Beachland Elementary School

2022-23 Schoolwide Improvement Plan

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Beachland Elementary School

3350 INDIAN RIVER DR E, Vero Beach, FL 32963

www.indianriverschools.org

Demographics

Principal: Rachel Finnegan

Start Date for this Principal: 8/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2020-21: (47%) 2018-19: A (71%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Indian River County School Board on 10/24/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Finnegan, Rachel	Principal	
Banack, Michelle	Assistant Principal	
Chavers, Mary	Instructional Coach	
Whelan, Karen	Other	Interventionist
Moody, Adrianne	Other	Resource Specialist

Demographic Information

Principal start date
Wednesday 8/28/2019, Rachel Finnegan

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
17

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
519

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	71	100	88	90	86	86	0	0	0	0	0	0	0	521
Attendance below 90 percent	1	23	17	18	16	20	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	7	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	2	5	6	21	0	0	0	0	0	0	0	34

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	10	8	0	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Thursday 10/20/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	86	93	79	91	79	81	0	0	0	0	0	0	0	509
Attendance below 90 percent	3	14	7	7	18	3	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	1	0	0	0	2	3	0	0	0	0	0	0	0	6
Course failure in Math	1	0	0	1	3	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	11	17	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	16	22	0	0	0	0	0	0	0	40
Number of sutdents with a substantial reading deficiency	0	0	0	2	11	17	0	0	0	0	0	0	0	30

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	5	12	10	0	0	0	0	0	0	0	27

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	2	1	0	2	2	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	76%	58%	56%	58%			72%	58%	57%
ELA Learning Gains	75%	62%	61%	47%			74%	57%	58%
ELA Lowest 25th Percentile	56%	55%	52%	32%			68%	54%	53%
Math Achievement	64%	61%	60%	54%			73%	63%	63%
Math Learning Gains	65%	60%	64%	53%			81%	60%	62%
Math Lowest 25th Percentile	50%	54%	55%	39%			58%	48%	51%
Science Achievement	61%	51%	51%	48%			71%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	60%	11%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	79%	61%	18%	58%	21%
Cohort Comparison		-71%				
05	2022					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	64%	3%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	64%	17%
Cohort Comparison		-67%				
05	2022					
	2019	74%	57%	17%	60%	14%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	53%	15%	53%	15%
Cohort Comparison						

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
SWD	38	44	29	26	48	54	20				
ELL	62			54							
BLK	37	55	56	15	43	42	26				
HSP	82	79		57	66		74				
MUL	73			64							
WHT	86	82		81	72		71				
FRL	57	67	52	36	46	45	36				
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
SWD	30	35	20	19	35		25				
ELL	40			53							
BLK	22	36		24	45		36				
HSP	52	32		49	53		45				
MUL	31			46							

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
WHT	76	62		68	57	50	58				
FRL	39	37	36	31	49		38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	70	71	27	55	56					
ELL	45	82		55	91						
BLK	30	56	46	52	60	38	38				
HSP	67	84	90	64	80	50	55				
WHT	82	75	69	81	87	85	85				
FRL	59	71	69	58	70	56	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	85
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Third Grade: Across third grade, students' incoming performance is slightly higher in ELA than math. When comparing the FAST performance from August, students are significantly higher in ELA than math, where 72% of students are in the red for math, compared to 43% in the red for ELA.
Fourth Grade: Across fourth grade, students' incoming performance is slightly higher in ELA than math. When comparing the FAST performance from August, students are significantly higher in ELA than math, where 72% of students are in the red for math, compared to 33% in the red for ELA.
Fifth Grade: Across fifth grade, students' incoming performance is slightly higher in ELA than math. When comparing the FAST performance from August, students are significantly higher in ELA than math, where 58% of students are in the red for math, compared to 26% in the red for ELA.

The trends remain the same across all three grade levels. Black students are significantly below grade level compared to the other subgroups. In addition, math across all grade levels is significantly lower than ELA achievement. Third and fourth grade have 100% of black students in the red in math and 92% of students in fifth grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement are math achievement results. We need to bridge the gap between all subgroups and content areas. There is a discrepancy between achievement results of ELA and math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors are the gaps in practice. Foundational math skills were lost due to loss of instructional time during the 2019-2020 school year, 2020-2021 school year with various instruction teaching models, and the 2021-2022 school year with absences and quarantines. In addition, Beachland Elementary does not have a math coach or liaison to support math strategies, skills, and processes.

Our new actions needed to be taken and addressed are our efforts with transforming every classroom to be a Building Thinking Classroom, having math teachers attend math coach meeting on a rotational basis, meeting with the district math specialist during collaborative planning, being strategic with math RTI groups during the additional 30 minutes in the 90-minute math block, and fully departmentalizing fifth grade to one science teacher, one math teacher, and two ELA teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our English Language Arts achievement showed the greatest area of improvement based on progress monitoring and the 2022 state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school was strategic about using our data and restructuring our RTI groups during data chats and collaborative planning. We scaffolded our instruction and utilized iReady toolbox for all students in RTI.

Our literacy coach, cultural arts teachers, interventionist, and support facilitators all conducted ELA RTI for third, fourth, and fifth grade. In addition, ELA teachers across all grade levels were provided support with the new curriculum and an "all hands on deck" approach was taken with our third, fourth, and fifth grade students and teachers.

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

Our Teacher of the Gifted will be doing accelerated math with hands-on equations as well as science reading and research above grade level text to support students in English Language Arts. Through collaborative planning, the Teacher of Gifted joins every session to provide enrichment activities and offerings based on grade level standards and ideas for extensions. In addition, we have gifted endorsed teachers across second through fifth grade to also support with the acceleration of learning for our students above grade level. Cultural arts teachers are also utilizing Project Lead the Way to provide all students with hands-on learning and real-world problem solving.

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

Over the summer, three teacher leaders were trained as Thinking Maps train the trainer. The teachers are providing weekly examples to implement the maps, connections with school-wide expectations in our monthly newsletters, and a half-day professional development session will be provided to all teachers on the formative assessments through monitoring with Thinking Maps.

In addition, teachers all math teachers are being trained on Building Thinking Classrooms. A $4,000 grant was received for additional whiteboards for all math classrooms in third through fifth grade.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

With the mission of sustaining and strengthening for the 2022-2023 school year, all teachers and administration are meeting weekly to plan and discuss data, while reworking RTI groups, ESE schedules, and ensuring all students are receiving the necessary instruction to support student outcomes. The school-wide STEAM plan is being fully implemented by all grade levels with a school-wide project to investigate a real-world problem and application on our campus to continue student engagement and enthusiasm.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	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. 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. 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. 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. 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.
Monitoring: Describe how this Area of	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.

Focus will be monitored for the desired outcome.	
Person responsible for monitoring outcome:	Rachel Finnegan (rachel.finnegan@indianriverschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will use formative assessments to monitor student learning
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting formative assessments to monitor student learning will support student outcomes because teachers will be adjusting curriculum, addressing misconceptions, planning for differentiated instruction, and closing the gaps of 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.

1. Administration will conduct walk-throughs across all grade levels and classrooms weekly
2. Administration will leave immediate feedback with next step ideas on carbon copy walk-through form tool
3. School trends, grade level trends, and individual teacher trends will be shared as needed

Person Responsible Rachel Finnegan (rachel.finnegan@indianriverschools.org)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Data Findings: 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.

Rationale for Selection of Data: For students to maximize their full potential, they must feel supported and valued.

High Yield Strategy: 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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

(Interventionist and School Counselor) Train
- Communicate expectations to teachers and model greeting procedures

(Principal and Assistant Principal) Expectations
- All teachers and staff will greet all students each day.
GREETS
- Great Relationships for Everyone Each day to Treasure Students
Kids at Hope
- Train everyone on Universal Truth #1 "We Believe"

(Literacy Coach) Breakfast Lifeguards
- 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

(Principal) Kids at Hope ACES "Universal Truth #2" We Connect with positive adults in our lives.
- Train students and teachers/staff on the announcements about the ACES