Treasure Coast Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Treasure Coast Elementary School

8955 85TH ST, Sebastian, FL 32958

www.indianriverschools.org

Demographics

Principal: Scott Simpson

Start Date for this Principal: 6/10/2020

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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: B (57%) 2020-21: (53%) 2018-19: C (51%) 2017-18: B (57%)
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.

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.

Provide the school's 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 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
Simpson, Scott	Principal	
Del Tufo, Susan	Assistant Principal	
Rollins, Theresa	Reading Coach	
Allen, Heather	Reading Coach	
Getchell, Amy	Math Coach	

Demographic Information

Principal start date
Wednesday 6/10/2020, Scott Simpson

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.*
3

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.*
13

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
685

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

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	98	137	110	122	90	132	0	0	0	0	0	0	0	689
Attendance below 90 percent	4	47	24	25	16	34	0	0	0	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	1	1	4	5	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	7	1	0	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	10	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	15	20	16	11	17	0	0	0	0	0	0	0	79

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	1	1	3	9	24	0	0	0	0	0	0	0	38

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	8	2	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 10/21/2022

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	112	102	94	121	128	0	0	0	0	0	0	0	660
Attendance below 90 percent	0	13	14	11	17	19	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	4	5	4	3	0	0	0	0	0	0	0	16
Course failure in Math	0	0	2	6	3	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	15	31	0	0	0	0	0	0	0	51
Number of sutdents with a substantial reading deficiency	0	0	0	6	3	0	0	0	0	0	0	0	0	9

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	10	14	17	0	0	0	0	0	0	0	41

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	10	4	5	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	57%	58%	56%	58%			58%	58%	57%
ELA Learning Gains	56%	62%	61%	58%			53%	57%	58%
ELA Lowest 25th Percentile	52%	55%	52%	42%			51%	54%	53%
Math Achievement	63%	61%	60%	63%			66%	63%	63%
Math Learning Gains	56%	60%	64%	56%			44%	60%	62%
Math Lowest 25th Percentile	64%	54%	55%	32%			37%	48%	51%
Science Achievement	51%	51%	51%	63%			45%	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	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	54%	61%	-7%	58%	-4%
Cohort Comparison		-67%				
05	2022					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-54%				

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	83%	64%	19%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	64%	0%
Cohort Comparison		-83%				
05	2022					
	2019	49%	57%	-8%	60%	-11%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	53%	-10%	53%	-10%
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	29	42	50	33	45	53	26				
ELL	23	36	27	31	52	55	31				
BLK	45	58		45	42	50	21				
HSP	42	47	42	50	50	56	54				
MUL	53	67		53	60						
WHT	64	59	52	70	61	70	57				
FRL	49	56	59	57	56	64	38				
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	32	40	49	45		29				
ELL	32	30		35	20		50				
BLK	49	70		37	50						
HSP	40	48		56	48		68				
MUL	59			63							

| 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	64	58	33	68	59	33	62				
FRL	53	55	48	57	45	29	58				
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	34	33	32	49	42	48	24				
ELL	33	46	50	47	42		19				
BLK	39	50	40	53	48	40	47				
HSP	46	48	59	65	36		37				
MUL	40	36		40	45						
WHT	66	55	53	69	44	39	48				
FRL	51	53	56	60	43	39	40				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	42
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	58
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	62
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	54
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?

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%.

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

The achievement gap for Black and Hispanic students (3r-5th Grade) was 22% and 23% on the FSA in 2021-2022.
ELA Achievement (21-22): 57%
-White: 64%
-Black: 45%
-Hispanic: 42%
-Other: 50%

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

Impact Review data showed that monitoring was observed for an average of 38% during 2021-2022. By implementing increased monitoring in the classroom, Impact Review data will increase to 60%. 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.
After-school learning opportunities will be geared towards Level 2.5 students, Black students, Hispanic students, and ESE students

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

Math Achievement: 63%, Math Learning Gains: 56%, Math Bottom Quartile Learning Gains: 64%

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

2021-2022 was the first year TCE had a math coach for the entire school year.
TCE implemented increased PD in math.

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

By implementing increased monitoring in the classroom, Impact Review data will increase to 60%. 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.

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.

Teachers will develop common checks for understanding during collaborative planning with Instructional Coaches. Collaborative Planning will include documentation of monitoring in lesson plans. Administration weekly walkthroughs checking for implementation and use of monitoring clipboards. Feedback from District Impact Reviews.

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

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.

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

:

#1. Positive Culture and Environment specifically relating to Culture	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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%. 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. Mondays & Fridays ADA for 2021-2022 was 90.5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Records of calls in Focus under Student Documentation Students with excessive absences will have records of calls, letters, and documentation. Implement class positive interventions Daily (HERO), Weekly (sticker board), Monthly (class visit & reward). Monitored by documentation of incentives. Implement Grade Level positive interventions Weekly (Sunday Message).Monitored by documentation of incentives.
Person responsible for monitoring outcome:	Scott Simpson (scott.simpson@indianriverschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Engagement Strategies
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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

#2. Positive Culture and Environment specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to our school survey, parents rated communication about school events as 4.54/5. During 2021-2022, the following number of parents were on campus: -1st Quarter: 578 -2nd Quarter: 700 -3rd Quarter: 653 -4th Quarter: 274
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By increasing the opportunities for connection and communication of those opportunities, the number of parents attending school events will increase by 20%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Parent Resource room will be completed as a resource for parent involvement. Teacher will be trained in the use of PBIS Rewards App for communication. Teachers will utilize the PBIS Rewards App for parent communication. Parents will have multiple opportunities for on-campus events during the 1st Quarter.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Connections: Staff & families need access to social capital through strong, cross-cultural networks built on trust and respect.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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. The achievement gap for Black and Hispanic students (3rd -5th Grade) was 22% and 23% on the FSA in 2021-2022. ELA Achievement (21-22): 57% -White: 64% -Black: 45% -Hispanic: 42% -Other: 50%. Impact Review data showed that Monitoring was observed for an average of 38% during 2021-2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will receive PD on monitoring during preplanning days. Teachers will develop common checks for understanding during collaborative planning. 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. 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. District staff and school administration will conduct walkthroughs collecting data for Monitoring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers check for understanding throughout the lesson (monitoring).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

TCE will implement a multi-tiered system of supports for all K-2 students. Identified students will receive tier 2 and/or tier 3 interventions in addition to tier 1 instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

TCE will implement a multi-tiered system of supports to students in 5th grade. Identified students will receive tier 2 and/or tier 3 interventions in addition to tier 1 instruction. Our current 5th grade scored 50% proficiency in ELA on the 2021-2022 FSA. Our current 5th grade Bottom Quartile scored 44% making gains in ELA on the 2021-2022 FSA.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

46 percent of K-2 students scored below the 50th percentile in i-Ready in 2021-2022.

Grades 3-5: Measureable Outcome(s)

Our current 5th grade scored 50% proficiency in ELA on the 2021-2022 FSA. 5th grade students will score 60% proficiency on the 2022-2023 ELA FAST.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will be progress monitored throughout tiered 2 and tiered 3 instruction. Grade level scores from the ELA FAST will be evaluated to gage the impact of interventions throughout the school year.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Allen, Heather , heather.allen@indianriverschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

5th grade tiered 2 and 3 intervention groups will engage in iReady Magnetic Reading which is aligned to the B.E.S.T. ELA Standards. This program is approved on the district's K-12 Reading Plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

iReady Magnetic Reading was selected to support comprehension. This resource is on the approved interventions list for the District of Indian River.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Teams will identify students in need of tiered 2 and 3 intervention based on current data points. Data will direct specific needs for each identified student. Resources will be matched for instruction. Teams will meet every six weeks to analyze new data points and arrange students as appropriate.	Allen, Heather , heather.allen@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:
- Average Daily Attendance (ADA) for 2021-2022 was 92.1%
- Mondays & Fridays ADA for 2021-2022 was 90.5%

Rationale for Selection of Data:
- The ADA is the most specific and quantifiable data source, as well as the primary data point for reporting attendance.
- Mondays & Fridays were significantly lower than the rest of the week.

High Yield Strategy: Engagement Strategies

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.

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

(School Counselor)
- Train staff in contacting parents with "problem-solving" approach and documenting in Focus.
-Implement class positive interventions Daily (HERO), Weekly (sticker board), Monthly (class visit & reward).

(Principal)
- Train staff and follow district protocol regarding Individual Student Intervention steps.
- Implement Grade Level positive interventions Weekly (Sunday Message).