

# **Beachland Elementary School**

## **School Improvement and Schoolwide Program**

### **Plan**

#### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Beachland Elementary School 0061

Principal: Rachel Finnegan

Assistant Principal(s): Dr. Jessica Keaton

## Demographics

School Type and Grades Served	Elementary Kindergarten through 5 <sup>th</sup> Grade	
Title 1 School (Yes/No)	No	
2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)	35.1%	
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	13.2%
	Economically Disadvantaged Students	39.2%
	English Language Learners	4.4%
	Hispanic Students	19.3%
	Multiracial Students	5.4%
	Students with Disabilities	12.4%
	White Students	61.4%
<b>ESSA Status</b> (TSI, CSI, or ATSI)	<b>TS &amp; I</b> <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.	

	Year	Letter Grade (A, B, C, D, F)	Percentage
<b>School Grade History</b>	2022 – 2023	<b>A</b>	<b>69%</b>
	2021 – 2022	<b>A</b>	<b>64%</b>
	2020 – 2021	<b>C</b>	<b>47%</b>
	2019 – 2020	<b>N/A</b>	
	2018 - 2019	<b>A</b>	<b>71%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

### 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

At Beachland Elementary 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, and enthusiastic for learning!

### Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.



- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

After examining the Florida Standards Assessment for Science, Progress Monitoring 3 for ELA and Math, and iReady over the past three years, we found our overall ELA achievement decreased for the 2022-2023 school year, but closed the achievement gap between ELA, math, and science. All achievement levels across third, fourth, fifth grade were in the 70<sup>th</sup> percentile, where fifth grade remained in the low 60's and high 50's for ELA and math. Overall science achievement surpassed the projected goal.

The challenges for the 2023-2024 school year are based on the decrease of ELA achievement and the lack of equitable achievement of our ESSA subgroups. There is still a considerable achievement gap between our ESSA subgroups and the general population. Our action steps describe the root causes including collaborative planning training and accountability. Intentional monitoring will be conducted by literacy coach and administration with active engagement. All teachers will be trained on monitoring as a high-yield strategy for the first nine weeks.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.



# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?	
<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	Analyzing iReady, FSA, and FAST PM 3 data, academic areas averaged to 69% in ELA, Math, and Science for PM3, closing the achievement gaps across all academic areas in total. However, breakdown by grade level and subgroups show discrepancies in growth and proficiency.				Monitoring and Differentiating Instruction	
List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	Math Achievement (Black students) - 16% Achievement (ESE students) - 7% Achievment (Black students) - 37% Achievement ( ESE students) - 27%		Math ELA ELA			
<p><b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b></p>		<p>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.</p> <p>Math Achievement (ESE students) - 41% or greater</p> <p>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.</p> <p>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.</p> <p>ELA Achievement (black students) - 41% or greater</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>				
<b>THEORY OF ACTION:</b> If collaborative planning and monitoring structures are effectively performed, then differentiated instruction will support student achievement and outcomes for all students.						
<b>DESIRED ACADEMIC OUTCOMES:</b> Improving ESSA subgroups, improving academic performance for students on and above grade level, and continuing to sustain and strengthen achievement performance levels across all levels of academic areas by 75%.						
<b>IMPLEMENTATION PLAN for ACADEMICS</b>						
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING	

8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Collaborative Planning Professional Development	professional development training and roster, agenda template and recorded minutes, roles, norms, which include high-yield strategies	How - collection of agenda, norms, and roles; Who - Mary Chavers (Literacy Coach)
8/3/2023	10/12/2023	Weekly	School Improvement Goal PD and Weekly Collaborative Planning Integration	training agenda and roster, beginning of the year Power Point, data chat template and data chat notes by grade level, 100% of teachers will be trained on school improvement goals	How - Admin reviews goals monthly during data chats, grade chair meetings, and leadership meetings; Who - Rachel Finnegan (Principal), Dr. Jessica Keaton (AP)
8/9/2023	10/12/2023	Weekly	Goal for Quarter 1 - Monitoring ESSA subgroups	monitoring will increase from 43% to 50% after training is conducted with monitoring sheet, 100% of teachers will be trained on the monitoring process and be provided a list of students	How - Admin checks for monitoring sheet on clipboard in every classroom during daily walks, monitoring is discussed during collaborative planning and how to plan instruction to meet the needs; Who - Rachel Finnegan (Principal), Dr. Jessica Keaton (AP)
8/9/2023	10/12/2023	Weekly	Monitoring Professional Development	meeting agenda and roster, monitoring form on the BES clipboard, training attendance, collaborative planning requirement to share form weekly, observational data, ESSA subgroup RTI schedule (walkthroughs/observations)	How - collection of monitoring forms and MTSS log; Who - Rachel Finnegan (Principal), Dr. Jessica Keaton (AP)
8/21/2023	10/12/2023	Weekly	Building Thinking Classrooms K-5 Overview	agenda and roster, training (PowerPoint), book study K-5,	How - Book study PD, Who - Rachel Finnegan (Principal)
8/9/2023	8/9/2023	One Time	Verbiage of Achievement Levels Training	100% of 3rd-5th grade teachers will participate in the PD, training roster, PD	How - Professional development; Who - Tiffany Carlsen (Curriculum Specialist)

8/14/2023	10/12/2023	Weekly	Innovation Navigation (six-week cycle of long-term planning)	PD schedule, roster, and calendar for each grade/department, walk-thru data	How - professional development calendar, lesson plans, observations; Who - Grade/Department Chairs, Rachel Finnegan (Principal), Dr. Jessica Keaton (Assistant Principal), Mary Chavers (Literacy Coach)
8/14/2023	10/12/2023	Monthly	Data Chats	Data chat agenda, data chat minutes, attendance, RTI groups, high-yield strategy review	How - monthly data chat meetings by grade level; Who - Rachel Finnegan (Principal, Dr. Jessica Keaton (Assistant Principal), Literacy Coach (Mary Chavers)
8/14/2023	10/12/2023	Quarterly	Goal for Quarter 1 - Improve High-Yield Strategies	Monitoring will increase from 43% to 50%, Differentiation will increase from 31% to 50%	How - Walk-thru data and observations; Who - School Leadership Team Rachel Finnegan (Principal), Dr. Jessica Keaton (Assistant Principal), Adie Moody (Resource Specialist), Mary Chavers (Literacy Coach), Melissa Abdo (School Counselor)

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	After data review of the 2022-2023 communication data points to share information about the school through school messenger, SMORE newsletters, likes/shares on Facebook and Twitter, only 50% of the school population accessed these platforms.				Communciation
<b>THEORY OF ACTION: If communication is consistent and clear, weekly, monthly, and quarterly, then engagement with all stakeholders will support student achievement and outcomes for all students.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: 75% of the families will access at least one communication platform to remain current and up -to-date with school news, information, events, activities, and ways to support their child's achievement.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Professional Development about Tuesday Newsday folders	100% of teachers will be trained on the Tuesday Newsday Folders	Administration will obtain a roster/sign-in sheet and training PowerPoint
8/15/2023	10/12/2023	Weekly	Tuesday Newsday folders will be sent home to all students	Streamline communication for graded assignments, homework, flyers, PTA information, et cetera	Grade-level grade chairs will ensure 100% of teachers in the grade level are sending home graded work, flyers, and information via the folder on Tuesdays
8/3/2023	8/3/2023	One Time	Professional Development about Fin-Tastic High-Fives	100% of teachers will be trained on the Fin-Tastic High Fives	Administration will obtain a roster/sign-in sheet and training PowerPoint
8/14/2023	10/12/2023	Monthly	Fin-Tastic High Fives Positive Contact Home	100% of teachers will ensure 100% of their students had a positive contact home during the first nine weeks	Administration will obtain a quarterly log of positive contacts home either by post card or phone call and documented on FOCUS

8/10/2023	10/1/2023	Monthly	Monthly School-Wide SMORE Newsletter	Increase the number of stakeholder views on SMORE for information about our school and district. With more than 500 students, we would like to see at least 300 views on SMORE	Administration will review monthly reports of views
8/6/2023	10/8/2023	Weekly	The Sunday Surf call will be sent out weekly on School Messenger at 6PM, posted on Facebook, FOCUS portal messages, and our school website's Twitter feed	Increase the number of stakeholders listening to the call based	Administration will review weekly reports of the call log



Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	<p><b>School Theme - A STEAM School of Enrichment</b> During the 2022-2023 school year, 75% of grade levels participated in STEAM Career Companion opportunities. This year we would like 100% of grade levels and classes to participate with a community partner or parent to learn about a STEAM career directly related to grade-level standards based on the science pacing guides K-5.</p>				<b>STEAM School of Enrichment: Collaboration</b>
<p><b>THEORY OF ACTION: If parent and community partners present in our grade levels as experts in real-world application, then engagement through standards-based instruction will support student achievement and outcomes for all students.</b></p>					
<p><b>DESIRED SCHOOL CULTURE OUTCOMES: Increased science achievement proficiency (in fifth grade) through a direct connection to STEAM in real-world applications, increased participation and exposure to STEAM careers K-5 to build upon standards based instruction,</b></p>					
<p><b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b></p>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/9/2023	8/9/2023	One Time	A menu option will be provided for all teachers K-5 about career experiences for students based on the science pacing guides	100% of teachers will be trained on the PTA Career Companion Connections	Administration will obtain a roster/sign-in sheet and training PowerPoint
8/28/2023	10/12/2023	Monthly	Parent/community visitors will present to students through science standards and real-world application	100% of grade levels will arrange for a Career Companion based on quarter 1 science standards	Grade-level Grade Chairs will submit Career Companion to Rachel Finnegan, Principal
8/9/2023	8/9/2023	One Time	A calendar will be provided of the STEAM activities for each month	100% of teachers will be trained on the STEAM school-wide lesson plan	Administration will obtain a roster/sign-in sheet and training PowerPoint

# **Citrus Elementary School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Citrus Elementary 0141

Principal: Tosha Jones

Assistant Principal: Chelsea Castillo

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary K-5</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	67.66%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	39%	
	Economically Disadvantaged Students	51%	
	English Language Learners	45%	
	Hispanic Students	53%	
	Multiracial Students	45%	
	Students with Disabilities	32%	
	White Students	60%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	TSI		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>C</b>	<b>50%</b>

	2020 – 2021	-	-
	2019 – 2020	<b>B</b>	<b>58%</b>
	2018 - 2019	<b>C</b>	<b>48%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

### 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 Citrus Elementary: We are guiding today's children to BEEcome tomorrow's leaders.

### 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 Elementary School has a student-centered learning environment that promotes student success with engagement and rigorous standard based tasks aligned to each grade level’s standards. Students experience opportunities to engage in activities that center around community citizenship inside and outside the school environment. Community involvement is embedded in the heart of Citrus Elementary's School Vision. We strive to cultivate a safe and welcoming atmosphere where every child “BEElongs”, and they can reach their full potential. We celebrate students’ individual success daily making our school the place to “BEE!”

### Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school’s new action in this area.

- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the “Preliminary School Grades” (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups’ expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

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:

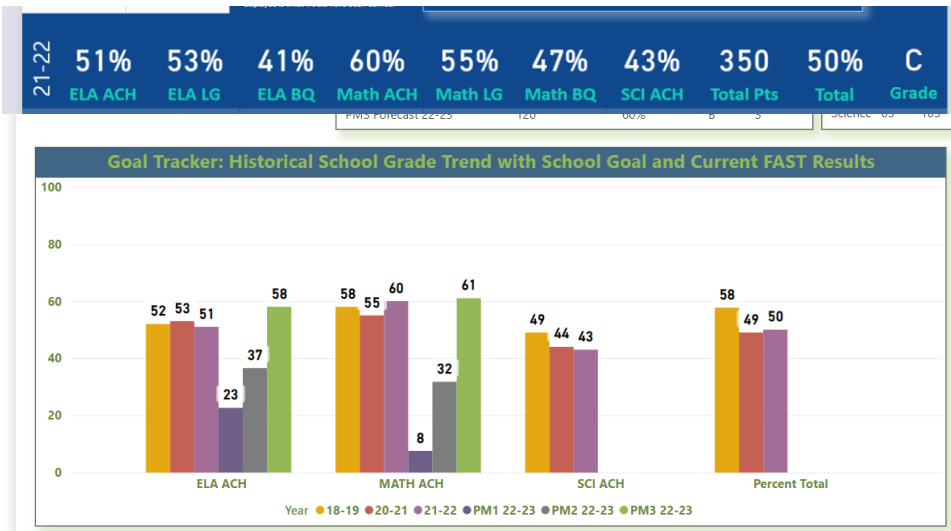
Rti groups, before school tutoring, mentorship opportunities, and students will be monitored through the MTSS (Multi Tiered System of Supports) process.

## Comprehensive Needs Assessment

Early Warning Indicators by Grade Level													
Grade	Count	Ct ADA Chronic	% ADA Chronic	Ct Suspensions	% Suspensions	Ct Course Failures	% Course Failures	Ct Lvl 1	% Lvl 1	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
KG	96	2	2.1%							2	2.1%		
01	113	37	32.7%							37	32.7%		
02	103	27	26.2%							27	26.2%		
03	113	19	16.7%							22	19.3%		
04	131	30	22.2%							47	34.8%	3	2.2%
05	113	23	20.4%							43	38.1%	5	4.4%
<b>Total</b>	<b>669</b>	<b>138</b>	<b>20.5%</b>							<b>178</b>	<b>26.4%</b>	<b>8</b>	<b>1.2%</b>

Early Warning Indicators by Race/Eth													
Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct Suspensions	% Suspensions	Ct Course Failures	% Course Failures	Ct Lvl 1	% Lvl 1	Ct 1+ EWI	% 1+ EWI	Ct 2+ EWI	% 2+ EWI
Asian	15			5	33.3%					5	33.3%	1	6.7
Black or African American	140			26	18.4%					35	24.8%	1	0.7
Hispanic	161			35	21.6%					47	29.0%	1	0.6
Not Reported	1												
Other	44			12	26.7%					15	33.3%	1	2.2
White	308			60	19.4%					76	24.5%	4	1.3
<b>Total</b>	<b>669</b>	<b>138</b>	<b>20.5%</b>							<b>178</b>	<b>26.4%</b>	<b>8</b>	<b>1.2</b>



## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.



# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Multiple data sources show that overall, our general education students (67%) are outperforming their ESE counterparts (26%), specifically African American ESE students (13%.) When disaggregated for the 22-23 school year: 3rd grade would be 65%(A), 4th grade would be 57%(B), and 5th grade would be 57%(B). The goal for the 2023-2024 school year is to increase our 2021-2022 school grade from 50%(C) to 65%(A). Our predicted school grade for the 2022-2023 school year is 58%(B).				High Yield Strategy will focus on Monitoring student understanding of SBI/tasks as planned during Collaborative Planning and using the monitoring data to adjust instruction. Additionally, we will ensure that engagement strategies are included in lesson plans for each lesson and teachers are implementing the strategies with fidelity.
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		African American students 39% overall proficiency and ESE students 32% overall proficiency in the 2021-2022 school year. African American students 47% overall proficiency and ESE students 26% overall proficiency in the 2022-2023 school year.			
<b>THEORY OF ACTION:</b> If we implement high yield strategies of monitoring and engagement, our teachers will use relevant, recent and aligned data to adjust their instruction, plans and instructional delivery to meet the needs of each student, then all students achieve.					
<b>DESIRED ACADEMIC OUTCOMES:</b> Goal: Improve overall achievement levels for African American students and ESE students to from 22% to 41% proficiency. According to the predicted 2022-2023 state assessment data our goal is to improve ELA achievement levels for African American students by 5 points from 49% to 54% (23-24) proficiency and improve Math achievement levels by 5 points from 46% to 51% (23-24) proficiency. Our 2022-2023 end of year data showed monitoring to be evident in 46% of our classrooms. Our goal is to increase our evidence of monitoring in classrooms to 75%, as reflected in walkthroughs data, lesson plans review, classroom instruction, RTI (Response to Intervention), CP Collaborative Planning and GL (Grade Level) data.					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	One Time	Data Dive PD with Jody Houston	Teachers will be able to use PBI to review after each assessment window and pull data for data chats. Roster for 100% teacher attendance verification. (with make up session.)	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Data chat forms will be reviewed by Leadership
8/1/2023	10/12/2023	Weekly	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.)	100% of the Lesson Plans will include what/how Monitoring strategies will be used and how students in our ESSA Subgroups are being monitored.	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>Literacy Coach:</b> Rene Koppelman <b>Math Coaches:</b> Jennifer Keeler Amber DeTufo <b>How:</b> Collaborate planning logs will be submitted and reviewed.

8/1/2023	10/12/2023	Monthly	Communication of the SIP goals.	Monthly Family Newsletters, Title 1 Mtgs, Open House, Classroom/Hall posters, agendas, School Advisory Council Meetings.	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal</p> <p><b>How:</b> Attendance/sign in sheets (who attended meetings), meeting agendas, classroom walkthroughs that have been scheduled through the first semester</p>
8/1/2023	10/12/2023	Bi-Weekly	Classroom Walkthroughs	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 will use the curriculum and instruction 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). Tracking walkthrough progress in PBI.	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal</p> <p><b>Literacy Coach:</b> Rene Koppelman</p> <p><b>Math Coaches:</b> Jennifer Keeler Amber DeTufo</p> <p><b>How:</b> Impact review modified form and/or use of the electronic form (QR Code).</p>
8/3/2023	8/4/2023	One Time	Faculty Meeting: introduced our goals and high yield strategies (monitoring and engagement) and the action steps that we will follow to implement, monitor and revise as needed. Discussed 22-23 FAST data and ESSA subgroups	Teachers have an understanding and expectation of high yield strategies that will be looked for in walk throughs, cikkaborative planning and "SIP score board"	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal</p> <p><b>How:</b> Teacher roster to track who attended and was provided information and SIP score board to display data for all to see</p>

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Communication is the process of understanding and sharing information where listening plays an important role. Intrapersonal or internal communication includes planning, problem solving, self-talk and evaluation of self and others. Being able to communicate is vital to being an effective educator. Communication not only conveys information, but it encourages effort and, modifies attitude, and stimulates thinking. Without it, stereotypes develop, messages become distorted and learning is stifled. The goal is to send relevant and objective messages. Leah Davies MED				Communication
<b>THEORY OF ACTION:</b> If we develop strong communication with family and community members, then we will create trust and develop partnerships within our community.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> Partners, teachers and staff will be well informed and engaged with all school sponsored events and activities by using multiple modes of communication: social media (Facebook and Twitter), messenger calls, FOCUS, PBIS rewards app, Thursday Folder, school marquee.					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	One Time	PD for teachers on what communication and events should look like	Teachers are knowledgeable about facilitation and events that are valuable.	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant <b>How:</b> Principal Surveys and sign in sheets to track participation and hold makeups as needed
8/1/2023	10/12/2023	Monthly	Document Awesome Grams and phone calls home at 5:1 positive to negative ratio	Students and families receiving positive school-based communication on a weekly or biweekly basis.	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Shared document for Awesome Grams Surveys to ensure fidelity
8/1/2023	10/12/2023	Monthly	Non-academic Night - How-to (Focus), vendors, community groups (ex: Youth Guidance, Library, Youth Sailing, TC Girls, Crossover Mission, Boy Scouts, Girl Scouts, Audubon, iThink Financial, First Methodist Church)	Parent/family attendance increase in 2023-2024 by 20% from previous year 2022-2023.	<b>Who:</b> Chelsea Castillo, Assistant Principal <b>How:</b> Data Collection & sign-in sheets
8/1/2023	10/12/2023	One Time	Provide ELA & Math Videos with tips and strategies for Kindergarten	increase in parental involvement in the academic outcomes of their students.	<b>Who:</b> Chelsea Castillo, Assistant Principal <b>Math Coaches:</b> Amber DelTufo, Jen Keeler <b>Literacy Coach:</b> Rene Koppelman <b>How:</b> Data Collection and Parent Survey to see what

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES	
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Increase the number of community partners by 50% from 9 in the 2022-2023 school year to 18 in the 2023-2024 school year.				School of community citizenship	
<b>THEORY OF ACTION: If we develop strong communication with family and community members, then we will create trust and develop partnerships within our community.</b>						
<b>DESIRED SCHOOL CULTURE OUTCOMES: DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: Strong partnerships lead to authentic and positive relationships that allow us to showcase the greatness happening within our school community. Using C.I.T.R.U.S. as our framework for engaging families and community partners.</b>						
<p><b>C – Communication</b></p> <p><b>I- Involvement</b></p> <p><b>T – Trust</b></p> <p><b>R – Relationships</b></p> <p><b>U – Unite</b></p> <p><b>S - Success</b></p>						
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>						
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING	
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)	
8/1/2023	10/12/2023	Monthly	Reach out to community partners to create a working relationship with our school	Increase in community partners from 9 in 2022 to 18 in 2023	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Attendance at school events, involvement in school community, and sing in sheets.	
8/8/2023	8/8/2023	One Time	Orientation and community partner fair	Host community partners in the cafeteria to support the needs of our students and their families. (Youth Guidance, Youth Sailing, Crossover Mission, Boy Scouts, Girl Scouts, Audubon, iThink Financial, Kona Ice, Team Success, sheriff's office, Moe's, Jeremiah's, Domino's, PTA, Treasure Coast Food Bank, Rotary Club)	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Active list of all community partners and vendors, map with assigned areas and inventory of materials.	
8/1/2023	10/12/2023	One Time	Connect with community and business partners to create opportunities for each grade level to participate in a service project that will impact our school and our surrounding community	Each grade level will select and plan a community service project that leaves an impact on our school and our surrounding community.	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Shared planning document for each grade level to indicate date, location and event.	

# **Dodgertown Elementary School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

**Name of School and Number** -- Dodgertown Elementary School 0151

**Principal:** Felice Bagley

**Assistant Principal(s):** Kelsey Whelan

## Demographics

<b>School Type and Grades Served</b>	Elementary k-5		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	65.65%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	39%	
	Economically Disadvantaged Students	48%	
	English Language Learners	52%	
	Hispanic Students	52%	
	Multiracial Students	--%	
	Students with Disabilities	34%	
	White Students	70%	
<b>ESSA Status</b> (TSI, CSI, or ATSI)	TS & I		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>C</b>	<b>50%</b>



	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	B	58%
<b>Pending School Board Approval</b>	September 25, 2023		

## 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, 65.65% 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.

- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

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.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	<p>2022 - 2023 FAST Data: 43% (86/198) of our students were level 3+ in ELA. 46% (92/199) of our students achieved level 3+ in Math. 40% (23/58) of 5th grade students were level 3+ in Science. 4th grade ELA data revealed that 25% of our level 1 students improved, 51% of our level 2 students improved and 40% of our level 3 and 4 students improved. 5th grade ELA data revealed that 60% of our level 1 students improved, 50% of our level 2 students improved, and 15% of our level 3 students improved. 4th grade Math data revealed 53% of our level 1 students improved, 44% of our level 2 students improved and 40% of our level 3 and 4 students improved.</p> <p>2022 - 2023 i Ready Data: 50% of our students were proficient in ELA. 48% of our students were proficient in Math. 3rd and 4th grade ELA proficiency rates increased by at least 2%. 5th grade ELA decreased by 12% in proficiency. 4th grade math increased by 6%. 3rd and 5th grades decreased by 5% in math proficiency.</p>				Monitoring
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		Black/African American Students- 39%, Students with Disabilities- 34% 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.			
<b>THEORY OF ACTION:</b> If we successfully use the high yield strategy of monitoring consistently with students during Quarter 1, then this will ensure teachers are able to adjust and align instruction to student needs.					
<b>DESIRED ACADEMIC OUTCOMES:</b> 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. <ul style="list-style-type: none"> <li>•The average end of topic math assessments will increase to 50% achievement in grades 3-5.</li> <li>•The average end of chapter science assessments will increase to 50% achievement in grade 5.</li> <li>•In ELA- The end of year I-Ready diagnostic data will show students have reached 70% of their typical growth goal.</li> </ul>					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
<b>START DATE</b>	<b>END DATE</b>	<b>FREQUENCY</b>	<b>ACTION ITEM</b>	<b>EXPECTED EVIDENCE</b>	<b>MONITORING</b>
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	10/13/2023	Weekly	Professional development sessions for PBIS and STEAM; Weekly PD through Dodgertown Dispatch	100% of teachers will implement strategies from the professional development sessions with fidelity; sign in rosters for attendance	SLT; Monitored through fidelity checks and walkthroughs
8/10/2023	10/13/2023	Weekly	Leadership Meeting	agenda and meeting minutes	Felice Bagley, Principal; data
8/10/2023	10/13/2023	Weekly	Walkthroughs	Improved performance for next steps identified for each teacher; data inputted into Power Bi	SLT; data from impact review forms
8/21/2023	8/25/2023	Monthly	Data review meeting	student performance; creation of intervention groups on shared document (OneDrive)	Felice Bagley, Principal and Kelsey Whelan, Assistant Principal; continuous progress

8/10/2023	10/13/2023	Weekly	Immediate walk-through feedback and schoolwide feedback through Dodgertown Dispatch	Teacher lesson plans specific to need area addressed in feedback	Felice Bagley, Principal and Kelsey Whelan, Assistant Principal; monitored through lesson plan submissions and walk throughs
8/10/2023	10/13/2023	Weekly	Weekly collaborative planning meetings with instructional coach and administration	Planning notes, agendas, and walk-throughs to follow up on expected strategies	Instructional Coaches and Administration; walk-throughs to determine fidelity of expected, planned for strategies and instruction
8/10/2023	10/13/2023	Weekly	student goal setting	Each student will verbalize their realistic goals and next steps to achieve their goal in an individual data notebook and on a data wall	Instructional Coaches, and Administration; walk-throughs to determine fidelity of expectations; classroom teachers-discussions with students regarding their goals
8/10/2023	10/13/2023	Weekly	Coaching cycles	Coaching logs will be completed	Felice Bagley, Principal and Kelsey Whelan, Assistant Principal; during leadership meetings coaching logs will be reviewed and instructional coaches will speak to the efficacy of the coaching cycle
8/10/2023	10/13/2023	Monthly	Review of student data, with a focus on African American students and students with disabilities	Teacher review of data with coaches, ESE teachers and Administration with next steps for Tier 1 instruction and interventions	Felice Bagley and Kelsey Whelan will review the data after next steps have been put into place to see if additional steps need to be taken to increase proficiency

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	On the spring school climate survey, parents rated communication at 4.0 on a 5.0 scale.				Communication
<b>THEORY OF ACTION:</b> If we successfully implement the High Yield Strategy of communication using weekly phone calls, social media, newsletters, and family engagement sessions, then we will ensure close community and family relations with clear knowledge of school goals and expectations.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> The number of families and community members reached through school communication measures will increase by 25% each quarter.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/22/2023	7/22/2023	One Time	Back to School Party	Community and family attendance	Ms. Bagley; sign-in sheets for attendance
8/8/2023	8/8/2023	One Time	Orientation	attendance	Dr. Whelan; sign-in sheets for attendance
8/10/2023	10/13/2023	Weekly	Weekly school messenger calls	student and family communication related to information shared in the calls	Ms. Bagley; data from number of families reached by calls
8/10/2023	10/13/2023	Monthly	Children's Home Society (CHS) monthly newsletter	copies of newsletters	Ms. Bagley; monitor newsletters are being shared monthly
8/10/2023	10/13/2023	Weekly	Daily social media posts	Posts on Facebook, Twitter, Instagram, and PBIS app	Ms. Bagley; posts will be monitored on each page
8/10/2023	10/13/2023	Weekly	PBIS rewards posts	100% of teachers will have rewards posted on PBIS app	Mrs. Bagley, Dr. Whelan, and Mrs. Verne-Saint-Louis; monitored for 100% participation
8/10/2023	10/13/2023	Weekly	Positive phone calls home	100% of teachers will make positive phone calls home weekly to families and document calls in Focus.	Ms. Bagley and Dr. Whelan; calls will be monitored through Focus
8/10/2023	10/13/2023	Weekly	Teacher/parent emails	Teacher e-mails	Ms. Bagley and Dr. Whelan; e-mails will be monitored through Outlook

9/14/2023	9/14/2023	One Time	Open House	Sign-in sheet	Ms. Bagley and Dr. Whelan; sign-in sheets for attendance
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Dodgertown received a bronze STEAM school designation. In 2022/23, the SSA results showed 40% proficiency. On the climate survey administered in spring 2023, the overall school culture rating for parent responses was 4.19 out of 5.0 and 3.79 out of 5.0 for staff. Students rated the culture 4.46 out of 5.0.				School Theme-STEAM
<b>THEORY OF ACTION:</b> If we successfully implement the high-yield strategy of STEAM (school theme), then teachers will effectively embed multiple subject areas to integrate learning and engage students.					
<b>Desired Outcomes:</b> If 100% of teachers implement at least one STEAM unit per quarter, our SSA results will show a minimum of 15% increase on the spring test. Our STEAM designation will increase from bronze to silver.					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
10/3/2023	10/3/2023	One Time	STEAM family night	Sign in sheets	Dr. Whelan; review of attendance
8/10/2023	10/13/2023	Monthly	STEAM committee	Sign in sheets and agenda	Ms. Bagley; review of agenda
8/8/2023	8/31/2023	One Time	teacher vertical units	Vertical plans	Grade chairs and instructional coaches; review of STEAM artifacts and lesson plans
8/10/2023	10/13/2023	One Time	STEAM unit planned and implemented	Lesson plans and walk-throughs	Ms. Bagley and Dr. Whelan; review of walkthrough data and lesson plans

# Early Learning Programs School

## School Improvement Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Early Learning Programs

Principal: Brooke Flood

Assistant Principal(s):

## Demographics

<b>School Type and Grades Served</b>	<b>PreK – ages 3-5</b>		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	N/A	
	Economically Disadvantaged Students	N/A	
	English Language Learners	N/A	
	Hispanic Students	N/A	
	Multiracial Students	N/A	
	Students with Disabilities	N/A	
	White Students	N/A	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	N/A		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	N/A	N/A
	2021 – 2022	N/A	N/A

	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	N/A	N/A
<b>Pending School Board Approval</b>	September 25, 2023		

## 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

**Building Learners On Course to Kindergarten Success #BLOCKS**

"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 school year statewide Voluntary Pre-Kindergarten Program (VPK) & Preschool Early Intervention Program which provides Exceptional Student Education (ESE) services to our youngest learners ages 3 to 5.

Early Learning Programs consist of 20 classrooms across 7 public elementary schools in the district and itinerant therapies servicing 320+ students in the county.

We also provide summer programming for PreK ESE (ESY), Summer VPK and “STEP into K” Summer Transition Enrichment Program.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends. **Lowest performing: ESE Ss, Contributing: SED vs Academics, Trends: Students coming in with more significant delays [COS/Academics]**
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline. (N/A No data from previous year) **(N/A)**

- ☒ The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends. **(N/A)**
- ☒ The following two items have been identified: the most improved component and your school's new action in this area. **80% At/Above Benchmark Achievement on VPK FAST/STAR Early Literacy which is the 40<sup>th</sup> %ile. This year's focus is to work towards a scale score of 690 [51<sup>th</sup>%ile] which is considered "Ready for Kindergarten" by the Florida Department of Education's Office of Early Learning.**
- ☒ The following items have been identified: one to two potential areas of concern when reflecting on the EWS data. **ATTENDANCE!**
- ☒ You have ranked your highest priorities for school improvement for the upcoming school year. **Purposeful Momentum: Monitoring**

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the “Preliminary School Grades” (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups’ expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

- **212 VPK & PreK ESE Students Assessed**
- **80% of VPK Students scored At or Above Benchmark [40<sup>th</sup> %ile] on PM3 of the VPK FAST**
- **May 2023 [Going to K or Monitoring for possible PreK ESE Inclusion]**
- **VPK FAST: Students on a VPK Certificate of Eligibility**
- **STAR Early Literacy: VPK Inclusion (No Certificate of Eligibility) & PreK ESE VE Separate Setting**

	Urgent Int	On Int	At/ Watch	above	total		Urgent Int	On Int	At/ Watch	above	total
VPK	6	14	12	129	161	VPK	4%	9%	7%	<b>80%</b>	161
VPK Inc	1	2	6	13	22	VPK Inc	5%	9%	27%	59%	22
ESE Full Program	8	10	6	5	29	ESE Full Program	28%	34%	21%	17%	29
	15	26	24	147	212		7%	12%	11%	69%	212
							15	26	24	147	

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

**School Leaders will:**

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.



Data Rating	DATA SYNOPSIS	High Yield Strategy
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Which High Yield Strategies will contribute the most to school improvement?

<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	<p>End of year data for 2022- 2023 STAR Early Literacy Data Listed below:            *212 VPK (161), VPK Inclusion (22) &amp; PreK ESE (29) Students Assessed            Note: Students on a VPK Voucher (Certificate of Eligibility) use the state subscription for FAST; VPK Inclusion and PreK ESE use district STAR EL</p> <p><b>Findings:</b>            *80% of VPK Students scored At or Above Benchmark [40th %ile] on PM3 of the VPK FAST            *59% of VPK Inclusion Students scored At or Above Benchmark [40th %ile] on PM3 of the STAR EL (14% are lower than 25%ile)            *17% of VPK Inclusion Students scored At or Above Benchmark [40th %ile] on PM3 of the STAR EL</p> <p>Data table shows number of students on left and percentage of students on right</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>urgent Int</th> <th>Intervention</th> <th>On Watch</th> <th>At/above</th> <th>total</th> <th></th> <th>urgent Int</th> <th>Int</th> <th>On Watch</th> <th>At/above</th> <th>total</th> </tr> </thead> <tbody> <tr> <td>VPK</td> <td>6</td> <td>14</td> <td>12</td> <td>129</td> <td>161</td> <td>VPK</td> <td>4%</td> <td>9%</td> <td>7%</td> <td>80%</td> <td>161</td> </tr> <tr> <td>VPK Inc</td> <td>1</td> <td>2</td> <td>6</td> <td>13</td> <td>22</td> <td>VPK Inc</td> <td>5%</td> <td>9%</td> <td>27%</td> <td>59%</td> <td>22</td> </tr> <tr> <td>ESE</td> <td>8</td> <td>10</td> <td>6</td> <td>5</td> <td>29</td> <td>ESE</td> <td>28%</td> <td>34%</td> <td>21%</td> <td>17%</td> <td>29</td> </tr> <tr> <td>Full Program</td> <td>15</td> <td>26</td> <td>24</td> <td>147</td> <td>212</td> <td>Full Program</td> <td>7%</td> <td>12%</td> <td>11%</td> <td>69%</td> <td>212</td> </tr> </tbody> </table>		urgent Int	Intervention	On Watch	At/above	total		urgent Int	Int	On Watch	At/above	total	VPK	6	14	12	129	161	VPK	4%	9%	7%	80%	161	VPK Inc	1	2	6	13	22	VPK Inc	5%	9%	27%	59%	22	ESE	8	10	6	5	29	ESE	28%	34%	21%	17%	29	Full Program	15	26	24	147	212	Full Program	7%	12%	11%	69%	212	<p>Monitoring and Engagement</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>N/A</p>
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**THEORY OF ACTION:** If classroom teachers and the School (SLT) members are utilizing purposeful monitoring tools and increasing student engagement, then student proficiency will improve.

**DESIRED ACADEMIC OUTCOMES:** 80% of VPK students will achieve a VPK FAST Scale Score of 690 [approx. 50th %ile] or higher by PM3. 60% of VPK Inclusion Students will acheive At or Above Benchmark [40th %ile] on PM3 of the STAR EL  
 25% of ESE Prekindergarten students will achieve a STAR Early Literacy score At or Above Benchmark [40th %ile] on PM3 of the STAR EL

**IMPLEMENTATION PLAN for ACADEMICS**

START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	8/1/2023	One Time	2023-2024 Goal Planning Meeting	Completed agenda and meeting notes	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher How: email notes to team members

8/3/2023	8/3/2023	One Time	Opening of Schools	Sign in sheet for attendance, exit tickets, walk throughs	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher, School Leadership Team (SLT) How: walk throughs and monitoring of shared folders, anecdotal observations, Individual Formative Conferences, School Leadership Team (SLT) Meetings
8/4/2023	8/4/2023	One Time	THRIVE: Professional Learning	Sign in sheet for attendance, exit tickets, walk throughs	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher, School (SLT) How: walk throughs to monitor implementation of shared resources, Individual Formative Conferences, School (SLT) Meetings
8/8/2023	8/8/2023	One Time	School Leadership Team (SLT) Planning Meeting	Completed agenda and meeting minutes	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher How: emailed to team
8/9/2023	8/9/2023	One Time	Professional Learning	Sign in sheet for attendance, exit tickets, walk throughs	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher, School Leadership Team (SLT) How: walk throughs to monitor implementation of shared resources and tools, conferences, Individual Formative Conferences, School Leadership Team (SLT) Meetings

8/9/2023	10/10/2023	Ongoing	Independent online learning for areas such as assessment, engagement, monitoring data and other required/ recommended PD, Teachers, Teacher Assistants, Self-Care Aides, Coaches based on determined need	Certificates of completion to be sent to the principal	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher, School Leadership Team (SLT) How: walk throughs to monitor implementation of shared interventions and tools, Running record in shared folder of completed independent studies, Individual Formative Conferences, School Leadership Team (SLT) Meetings; Principal will share area certificates with School Leadership Team (SLT)
8/14/2023	10/10/2023	Weekly	MTSS Meetings	Meeting agenda and notes, Data Review, Attendance Review, Behavior Review, IPST notes completed in Focus	PET Team, Teachers How: MTSS meeting notes shared with all members of the team including next steps and responsible person, schedule follow-up meeting to review previous meeting plans and share documentation of interventions and data collection
8/15/2023	8/15/2023	One Time	Revamping ESE Collaborative Planning	Completed agenda and meeting minutes explaining the changes in collaborative planning	Principal, Resource Specialist, Prevention Interventionist How: CP minutes emailed to teachers/ site based teams, follow up email for questions, shared folder and documents in TEAMS to be updated and monitored weekly
8/15/2023	10/10/2023	Weekly	Classroom Walk-Throughs	Notes left to teachers, information used during School Leadership Team (SLT) Meetings the determine coaching cycles, professional development and model teachers	School Leadership Team (SLT) How: Meeting Minutes to determine needed coaching cycles, document SIP Scoreboard for monitoring & engagement growth

8/17/2023	10/5/2023	Weekly	VPK Collaborative Planning	Completed agenda and meeting minutes	Principal and Resource Teacher How: emailed to teams/ monitoring of lesson plans and walk throughs to determine implementation of CP plans
8/22/2023	10/10/2023	Weekly	ESE Collaborative Planning	Completed agenda and meeting minutes	Principal, Resource Specialist, Prevention Interventionist How: emailed to teams/ monitoring of lesson plans and walk throughs to determine implementation of CP plans
8/22/2023	10/10/2023	Bi-Weekly	School Leadership Team (SLT) Meeting	Completed agenda and meeting minutes	Principal, Resource Specialist, Prevention Interventionist, Resource Teacher, ESE Teacher Representative, VPK Teacher Representative How: emailed to team/ walk throughs to determine follow through of next steps, schedule follow-up meeting to review previous meeting plan and share documentation of interventions and data collection
8/30/2023	10/10/2023	Monthly	Faculty/ Data Meetings	Completed agenda and meeting minutes	Principal How: Minutes emailed to teams and shared in shared folder, monitoring of Power BI and updating SIP Scoreboard, opportunities for "Stacks and Splinters" +/- to be shared

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b><u>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</u></b>	On average, about 45% of families participated in family engagement activities during the 2022-2023 school year.				Communication
<b>THEORY OF ACTION: If family engagement is monitored with fidelity using the ELP Family Engagement Survey monthly, then student attendance and social and academic achievement will improve.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: At least 75% of our Early Learning Programs families will engage in school partnership activities during the 2023-2024 school year.</b>					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/10/2023	10/11/2023	Bi-weekly	Focus Parent Portal Report, PBIS	Bi-Weekly Focus and PBIS Reports	ELP Admin Assistant will pull reports to share during School Leadership Team meetings.
8/8/2023	8/8/2023	One Time	Elementary Orientation	Sign in sheets / Family engagement survey	ESE & VPK Teachers will submit to Principal through One Drive Link shared via Data Channel and Principal will monitor for upload. Survey participation data will be reviewed during School Leadership Team meetings to review barriers (splinters) and plan ahead for the next engagement activity.
8/10/2023	8/14/2023	One Time	Family/ Teacher Connection Conferences	Family/Teacher Connection Conference schedule & syllabus by teacher, Family engagement survey	ESE & VPK Teachers will submit to Principal through One Drive Link shared via Data Channel and Principal will monitor for upload. Survey participation data will be reviewed during School Leadership Team meetings to review barriers (splinters) and plan ahead for the next engagement activity.

8/10/2023	8/14/2023	One Time	eDECA Parent Input Baseline Questionnaire	Completed eDECA questionnaires	Prevention Intervention Coach will collect questionnaires and pull reports from online software to share with classroom teachers and School Leadership Team.
9/1/2023	10/11/2023	Weekly	School/ Family Connection Weekly Activities [Fast Start: Getting Ready to Read]	Distribution of weekly activities to teachers by Prevention Intervention Coach that aligns to pacing guide/curriculum map, Digital parent log to document participation	Prevention Intervention Coach, VPK and PreK ESE will share weekly activities & calendar of poems/activities. Digital Parent Participation Log will be reviewed by School Leadership Team to help with "splinters" (barriers) and celebrate "stacks" (positives).
9/1/2023	10/11/2023	Monthly	SELebration Family Newsletter	Monthly Newsletter with current developmental topics on preschoolers and their emotional growth opportunities	Prevention Intervention Specialist will create newsletters and distribute to teachers via teams for hard copies to be made and QR code in Teams to share at car pick up/dismissal.
9/11/2023	10/9/2023	Weekly	Moonshot Mondays with The Learning Alliance's Moonshot Families	Daily attendance, Number of bags distributed	ESE and VPK teachers will provide daily attendance to Moonshot Families and bags are distributed during dismissal.
9/12/2023	10/11/2023	One Time	It's Okay to Play in Pre-K, Train the Trainer PD presented by DEL	Training Completion mid October, completion certificate	Principal will attend DEL trainer PD & then School Leadership Team will plan for Q2 roll out.
9/14/2023	9/14/2023	One Time	Open House	Sign in sheets / Family engagement survey	ESE Teachers & VPK teachers will submit to Principal through One Drive Link shared via Data Channel and Principal will check for completion of uploaded sign in sheets.
9/18/2023	10/11/2023	Weekly	Moonshot Family Partnership ABC Sound Book Distribution (25 week program)	Classroom teachers will distribute books to students in correlation with the letter of the week based on curriculum maps/pacing guides for VPK and ABC order for PreK ESE.	ESE and VPK teachers will use checklist for distribution.

10/7/2023	10/7/2023	One Time	School Choice Extravaganza	Voluntary participation by families, invitation via social media, Focus and PBIS / Family engagement survey	Family sign in sheet at Early Learning Programs table.
8/8/2023	10/11/2023	Monthly	Pull ELP Family Engagement Survey results	ELP Family Engagement Survey data	School Leadership Team will disaggregate survey data for barriers to participation and problem solve to help families attend more events.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	<b>Theme: It's Ok to Play in PreK</b> 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.				Connections
<b>THEORY OF ACTION: If purposeful play is integrated into the school day and engagement is differentiated and monitored with fidelity, then student social development, academic achievement and attendance will improve.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: As engagement and differentiation increases, student and staff attendance will reach 95% for the 2023-2024 school year.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/15/2023	10/11/2023	Weekly	Monitor student attendance through Power Bi/Focus to encourage 95% attendance.	Power Bi reports, focus reports, MTSS agendas and notes, teacher feedback	VPK & PreK ESE teachers, SLT, PET How: share reports during MTSS meetings, creating a plan and scheduling a follow up conversations to discuss the implementation of plan and needed next steps
8/15/2023	10/11/2023	Monthly	Students with 95% or higher attendance will receive a certificate and brag tag for their backpack.	Ongoing list of students celebrated	VPK & PreK ESE teachers, SLT, PET How: share reports during MTSS meetings, creating a plan and scheduling a follow up conversations to discuss the implementation of plan and needed next steps
8/15/2023	10/11/2023	Weekly	Monitor staff attendance through Power Bi/Focus to encourage 95% attendance.	Power Bi reports, focus reports, MTSS agendas and notes, teacher feedback	Principal, SLT How: share during MTSS meetings, creating a plan and scheduling a follow up to discuss the implementation of plan and needed next steps



8/15/2023	10/11/2023	Monthly	Teachers with 95% or higher monthly attendance will receive a "Take a Break" coupon as recognition.	Ongoing list of teachers celebrated	SLT, Prevention Intervention Coach, Principal How: Monitored through Power BI and Focus during bi-weekly Leadership meetings
8/15/2023	10/11/2023	Monthly	Support Staff with 95% or higher monthly attendance will receive a visit from the "Treat Cart" as recognition.	Ongoing list of support staff celebrated	SLT, Prevention Intervention Coach, Principal How: Monitored through Power BI and Focus during bi-weekly Leadership meetings
8/15/2023	10/11/2023	Weekly	Collaborative planning opportunities to discuss academic and SEL opportunities to enhance and encourage play throughout the school day (regard for student perspective and instructional learning formats).	Collaborative planning minutes	SLT, VPK and PreK ESE teachers, Principal, Preschool Evaluation Team How: emailed to VPK & PreK ESE teams/ monitoring of lesson plans and walk throughs to determine implementation of CP plans, findings shared during bi-weekly School Leadership Meetings
9/1/2023	10/11/2023	Monthly	Moonshot Families Music and Movement to model "Read, Talk, Play, Sing and Create" activities in the classroom.	Monthly Schedule, Observations, Walkthrough data collection, student feedback	Principal, Prevention Interventionist, Intervention Coach How: Monitoring daily attendance of teachers and students, using walk-throughs to determine implementation of skills learned/modeled by TLA staff

# **Fellsmere Elementary School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Fellsmere Elementary School

Principal: Ramon J. Echeverria

Assistant Principal(s): Natalie Corsanico

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary, K-5</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	71.36%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	4%	
	Economically Disadvantaged Students	63%	
	English Language Learners	44%	
	Hispanic Students	82%	
	Multiracial Students	2%	
	Students with Disabilities	12%	
	White Students	12%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	N/A		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	TBD	TBD
	2021 – 2022	B	57%

	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	C	52%
<b>Pending School Board Approval</b>	September 25, 2023		

## 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 culture, language, 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 to embrace the multiple perspectives and challenges the world is constantly providing. Come and experience Fellsmere Elementary! Gallop for Success...Nothing Less!

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.

- The following two items have been identified: the most improved component and your school’s new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

- **FAST ASSESSMENT:** Overall, ELA proficiency performance in grades 3-5 is 51%, ELL subgroup ELA proficiency rates are: 3rd - 22%; 4th - 19%; 5th - 7%. Overall, Math proficiency performance in grades 3-5 is 54%. ELL subgroups proficiency rates for Math are 3rd - 46%; 4th - 44%, and 5th - 7%. Science overall proficiency is 45%, with ELL proficiency at 0%. Some contributing factors include, need for more specific training on research-based ELL strategies to effectively differentiate. The trend shows the non-ELL students are outperforming the ELL subgroup. **iREADY ASSESSMENT:** Overall ELA proficiency performance in grades 3-5 is 55%, ELL subgroup ELA proficiency rates are: 3rd - 46%; 4th - 13%; 5th - N/A. Overall, Math proficiency performance in grades 3-5 is 59%. ELL subgroups proficiency rates for Math are 3rd - 35%; 4th - 44%, and 5th - 13%. The contributing factors for these scores include the need for more specific training on research-based ELL strategies to effectively differentiate. The trend shows the non-ELL students are outperforming the ELL subgroup.
- Technology and the understanding of these platforms are a barrier in the community that we serve at FES. If we do not grow the technological capacity of FES families, we will lack the resources to connect now and for years to come. As we move towards integrating into a digital environment to streamline school processes, we have found that a significant portion of our school families have either not signed up or using the FOCUS platform and/or other online platforms in SDIRC.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

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

- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Currently FES students in Grades K-2 is 71% overall; (kinder-89%; 1st-42%; 2nd-81%) in the SPANISH iReady Assessment. FES current enrollment in the Dual Language Program includes: Kinder - 44/85 students; 1st Grade - 42/91 students, 2nd Grade - 42/105 students, 3rd Grade - 43/118 students. (Add iReady Data for DL subgroup once accessible on portal.)				School Theme: Dual Language
<b>THEORY OF ACTION: If we focus on backwards planning through creating a pacing guide to align the Spanish curriculum, <i>Benchmark</i>, to Florida State Standard and District curriculum, <i>Amplify</i>, then we will ensure alignment in the Dual Language program K-3, improving overall ELA proficiency among Dual Language students.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: Our goal is to increase ELA proficiency in iReady Spanish Assessment from 71% overall K-2 (K-89%; 1st-42%, 2nd-81%) to 80% overall in Grades K-3, and iReady ELA from 46% to 56%. (Add iReady Data for DL subgroup once accessible on portal.)</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)



<p>7/1/23 7/13/2023</p>	<p>10/12/2023</p>	<p>Monthly</p>	<p>Meet as a Dual Language Team to vertically align standards based academic vocabulary for the purpose of developing learning targets and implementing ELL strategies cognates, visual aids, and TPR (total physical response). This will be updated at Dual Language Team Mtgs.</p>	<p>Create Vocabulary List/Cards in English and Spanish to be used for the purpose of developing learning targets and for the word wall.</p> <p>Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.</p>	<p>Dual Lang English Team: Chelsea Daniele, Lillian Gour, Sara Hulings, Jennifer Drake will create Vocab Lists/Cards</p> <p>Echeverria &amp; Corsanico will use the following lookfors for Dual Language Walkthroughs using 3 research-based strategies for ELL students: cognates, visual aids, TPR - total physical response</p>
<p>7/1, 7/17-21</p>	<p>10/12/2023</p>	<p>Weekly</p>	<p>Meet as a Dual Language Spanish team to create a Spanish pacing guide for <i>Benchmark</i> for the 2023-24 school year for K-2 to align with Amplify. This will be adjusted as needed at weekly collaborative planning sessions.</p>	<p>Pacing Guide</p> <p>Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.</p>	<p>Dual Lang Spanish team: Zendejas, Rodriguez, Solivan, Hollingsworth create pacing guide</p> <p>Echeverria &amp; Corsanico will do Walkthroughs to monitor progress implementation of pacing guides</p>

8/1/2023	10/12/2023	Weekly	Create a Dual Language binder for Admin/Coaches to include: pacing guides, schedules, program norms	Binder  Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.	Dual Language Team creates binder  Echeverria & Corsanico use binder to monitor plans to practice during walkthrus
8/7/2023	10/12/2023	Monthly	Dual Language Leadership Team Vertical PLC	Agenda to include: Data Dive Walkthrough Trends Activities Events Parent Communication  Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.  PLC Notes from mtg	PLC Notes from meetings Admin: Echeverria & Corsanico <u>Dual Lang Spanish team:</u> Zendejas, Rodriguez, Solivan, Hollingsworth create pacing guide <u>Dual Lang English Team:</u> Chelsea Daniele, Lillian Gour, Sara Hulings, Jennifer Drake

8/1/2023	10/12/2023	Weekly	Collaborative Planning Session with Grade Level Partner (Horizontal PLC)	<p>Lesson Plans          Bridge: What words will be bridged          Student Data</p> <p>Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.</p>	<p>PLC Notes from meetings          Admin: Echeverria &amp; Corsanico  <u>Dual Lang Spanish team:</u>          Zendejas, Rodriguez, Solivan, Hollingsworth          create pacing guide  <u>Dual Lang English Team:</u>          Chelsea Daniele, Lillian Gour, Sara Hulings, Jennifer Drake</p>
8/1/2023	10/12/2023	One Time	Dual Language Learning Walks to provide feedback and next steps with Dual Language Consulting Group from East Lake Elementary School from Kissimmee, FL	<p>Consulting Group Feedback and Next Steps</p> <p>Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.</p>	<p><u>Admin:</u> Echeverria &amp; Corsanico</p> <p><u>Dual Lang Spanish team:</u>          Zendejas, Rodriguez, Solivan, Hollingsworth          create pacing guide</p> <p><u>Dual Lang English Team:</u>          Chelsea Daniele, Lillian Gour, Sara Hulings, Jennifer Drake</p> <p>East Lake Consulting Group</p>

9/15/2023	10/12/2023	Bi-Weekly	Dual Language Hispanic Heritage Month Activities and Parent Event	Event, classroom activities, Monthly plan  Student achievement will increase from 71% to 80% on the Spanish iReady assessment by the end of the year.	Dual Lang Spanish team: Zendejas, Rodriguez, Solivan, Hollingsworth create pacing guide  Dual Lang English Team: Chelsea Daniele, Lillian Gour, Sara Hulings, Jennifer Drake  Coaches, Grade Levels, Guidance Counselor, PTA  Admin: Echeverria & Corsanico
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9/1/2023	10/12/2023	Bi-Weekly	Admin Walkthroughs	<p><u>Feedback on:</u></p> <ol style="list-style-type: none"> <li>1. 3 research-based strategies for ELL students: cognates, visual aids, TPR - total physical response</li> <li>2. progress on the pacing guide</li> <li>3. feedback on plans to practice</li> </ol> <p>District Feedback forms</p> <p>Student achievement will increase from 71% to 80% on the Spanish iReady essment by the end of the year.</p>	Echeverria & Corsanico will provide feedback
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# **Gifford Middle School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



## **Office of Curriculum and Instruction 2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number Gifford Middle School 0081

Principal: Dr. Chadwick Bacon

Assistant Principal(s): Latonya Ross & Aqila Rhodes

## Demographics

<b>School Type and Grades Served</b>	<b>Middle 6-8</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	68%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students		36.35%
	Economically Disadvantaged Students		68%
	English Language Learners		3.7%
	Hispanic Students		20.17%
	Multiracial Students		4.17%
	Students with Disabilities		22%
	White Students		36.35%
<b>ESSA Status (TSI, CSI, or ATSI)</b>			
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	C	52%
	2021 – 2022	C	48%



	2020 – 2021	<b>C</b>	<b>48%</b>
	2019 – 2020	<b>C</b>	<b>46%</b>
	2018 - 2019	<b>B</b>	<b>54%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

## 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

At Gifford Middle School, we envision a nurturing and inclusive learning community that fosters the holistic development of our students. Our vision is to empower every student to flourish as lifelong learners and responsible global citizens.

## School Narrative

Gifford Middle School is dedicated to providing a nurturing and academically challenging environment where every student can achieve their full potential. Gifford is a vital educational hub in its community, offering a range of academic programs, extracurricular activities, and resources to support the development and success of its students. Our vision is At Gifford Middle School, we envision a nurturing and inclusive learning community that fosters the holistic development of our students. Our vision is to empower every student to flourish as lifelong learners and responsible global citizens.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

Gifford Middle School’s ELA Achievement for the 22-23 Schoolyear was 35% which was a 9% decrease from the previous year. The lowest performing component was that of 6<sup>th</sup> grade ELA which was 32%. This is 15% lower than that of the states 6<sup>th</sup> grade ELA achievement score of a 47%. Math Achievement for the 22-23 Schoolyear was 47% which was an 8% increase from the previous year. Science Achievement for the 22-23 Schoolyear was 40% which was a 12% decrease from the previous year. Algebra and Geometry for the 22-23 Schoolyear was 87% which was a 5% decrease from the previous year.

The most significant decline at Gifford Middle School from the 2022 to the 2023 statewide assessment was a found in Science. In 2022 the school was 52% proficient in science as compared to the 2023 schoolyears proficiency score of a 40%. This 12% decline can be contributed to

A summary of contributing factors to Gifford Middle Schools previous years' low performance in Science and trends includes a combination of internal and external factors that have affected the school's overall academic outcomes over time. These included low teacher morale impacted instructional quality and student engagement for the first half of the school year. Limited parental engagement and communication resulted in missed opportunities for support and collaboration also contributed as well as socioeconomic conditions, household instability, and lack of community support impacted students' readiness to learn.

The most significant gap at Gifford Middle School compared to the state averages is that of 6<sup>th</sup> grade Math. Gifford Middle School was 37% proficient in 6<sup>th</sup> grade math as compared to a 54% proficiency in 6<sup>th</sup> grade math. Contributing factors for this was poor teacher quality in that specific math grade level for one of the teachers on Gifford Middle Schools campus and lack of ability/desire to improve their skills through coaching cycles of support.

Areas that most improved when comparing to years past is that of 8<sup>th</sup> grade Math. 8<sup>th</sup> grade math was able to increase achievement levels by 36% when compared to years past. This is an impressive accomplishment when considering that the math department as a whole went through a major shift in adopting a new curriculum. To sustain this growth the math department will be focusing in on specific school based PD's to support and grow the implementation of Building Thinking Classrooms.

When reflecting on EWS data the area of concern is that 52% of our Homeless Education Program students have what's defined as chronic attendance issues. This area of concern is being focused on this year and will have defined strategies in place to rectify.

The highest priorities this year for Gifford Middle School as associated to the school improvement goals will be to focus on monitoring and differentiated instruction as a strategic approach that can have a significant positive impact on student learning and achievement. By prioritizing monitoring and differentiated instruction, we feel that we are focusing on strategies that can lead to improved student outcomes, a more inclusive learning environment, and better overall educational experiences for students. Regularly assessing the impact of these strategies and adjusting them based on feedback and results will contribute to sustained school improvement over time.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

#### Academic Achievement

**Mathematics Proficiency:** Based on recent standardized test scores, 37% of students are currently proficient in mathematics. However, this falls below the district's target of 65% proficiency. There is a need to address the achievement gap and improve mathematics performance for all student subgroups.

**Reading and Literacy:** Reading proficiency among third-grade students is at 35%, below the district's target of 65%. The school aims to implement targeted interventions to improve reading comprehension and fluency across all grades.

#### Teacher Professional Development

**Building Thinking Classrooms:** Teachers have expressed a need for professional development in Building thinking Classrooms to learn how to facilitate student-centered discussions and encourage students to articulate their thoughts, ideas, and reasoning. Through these dialogues, teachers can gain a deeper understanding of students' thinking processes and identify any misconceptions or gaps in understanding.

#### School Climate and Culture

**Communication:** Feedback from families indicates that there is a need for clearer and more consistent communication channels between the school and parents. Some parents have expressed challenges in accessing school-related information.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement,

and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

**School Leaders will:**

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	<p>ELA Achievement for the 22-23 Schoolyear was 35% which was a 9% decrease from the previous year. Math Achievement for the 22-23 Schoolyear was 47% which was an 8% increase from the previous year. Science Achievement for the 22-23 Schoolyear was 40% which was a 12% decrease from the previous year. Algebra and Geometry for the 22-23 Schoolyear was 87% which was a 5% decrease from the previous year.</p>				Monitoring
<p>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</p>		Black-38% Multi Racial-38%-ESE 30%-ELL 35%			
<p><b>THEORY OF ACTION:</b> By having teachers implement Building Thinking Classrooms we will observe an increase in teachers monitoring through continuous formative assessment, observations, feedback, student-centered dialogue, data-driven instruction, goal setting, progress monitoring, and collaborative learning. This monitoring process allows teachers to gain valuable insights into their students' thinking and learning processes, enabling them to provide appropriate support and guidance to facilitate their intellectual growth and development.</p>					
<p><b>DESIRED ACADEMIC OUTCOMES:</b>By the end of the 1st semester, it will be evident via walkthrough data that 50% of the faculty is implementing BTC strategies. By the end of the 1st 9 weeks the desired academic outcomes from the implementation of Building Thinking Classrooms will increase the student achievement compared to last year's state assessment data as follows: Civics 50%, ELA 25%, Math 30%, Science 30%, Alg/Geo 50%, LG 30%, and BQ 30%. EOY Academic Goals: Civics 75%, ELA 50%, Math 65%, Science 60%, Alg/Geo 95%, LG 60%, and BQ 65%.</p>					
IMPLEMENTATION PLAN for ACADEMICS					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Roll out the plan for the years High Yield Strategy aims associated with teacher monitoring as an essential component of the BTC approach, and inform them of the upcoming PD on the 9th.	Attendance of / Sign In Sheet	The admin team will present the yearlong rollout plan at the welcome back mtg with the teachers. We will explain what specific steps will be taken to train on Building Thinking Classrooms as well as how the team will support them and monitor. Chadwick Bacon-Principal, Latonya Ross-AP, Aqila Rhodes-AP, Jim Russo-Dean, Marriane Thomas-Dean, Nancy Demeter-Math Coach, Susan Ridlen-ELA Coach

8/4/2023	8/4/2023	One Time	<p>District C&amp;I Department will be delivering Building Thinking Classroom PD at Thrive. The majority of Gifford Middle School Teachers will be attending this PD to learn how to facilitate student-centered discussions and encourage students to articulate their thoughts, ideas, and reasoning. Through these dialogues, teachers can gain a deeper understanding of students' thinking processes and identify any misconceptions or gaps in understanding.</p>	<p>Attendance of / Sign In Sheet/Demonstrated prior knowledge at upcoming school based session II PD on 8/9/2023</p>	<p>PD Rep Marriane Thomas will check Frontline Sign in for attendance to determine who is ready for the August 9th on site Building Thinking Classrooms Session II with Nancy Demeter to build on the 8/4/23 "THRIVE" Building Thinking Classroom PD.</p>
8/9/2023	8/9/2023	One Time	<p>Math Coach will be delivering Building Thinking Classroom PD on 8/9/2023 to train the teachers on how to facilitate student-centered discussions and encourage students to articulate their thoughts, ideas, and reasoning. Through these dialogues, teachers can gain a deeper understanding of students' thinking processes and identify any misconceptions or gaps in understanding.</p>	<p>Attendance of / Sign In Sheet and teachers implementation</p>	<p>Leadership Team including coaches will observe future implementation during admin Impact Walk Throughs.</p>

8/17/2023	10/12/2023	Weekly	Regularly reviewing Building Thinking Classrooms expectations during weekly collaborative planning meetings to maintain alignment, accountability, and a shared understanding of the collective goals will foster a positive and productive implantation of Building Thinking Classrooms and also create an open dialogue amongst teams where everyone can contribute effectively to the team's success.	Attendance / Sign In Sheet and teachers openly and actively participating in this dialogue.	Leadership Team including coaches will observe and be a part of the meetings
8/17/2023	10/12/2023	Weekly	Regularly inviting teachers and students to the Math Coaches room as a model class that implements Building Thinking Classrooms in a Cooperative teaching approach. The math coach and teacher will work together in the same classroom to support and instruct a diverse group of students using the Building Thinking Classroom Model.	Teachers participating in the process and in turn implementing independently in class with confidence.	Leadership Team including coaches will observe teachers participating in the co teach model as well as independent implementation in class during walk throughs.
8/14/2023	10/12/2023	Weekly	Implement classroom walkthroughs with a specific focus on the sub group support to ensure that diverse students identified in the schools ESSA receive the necessary academic and cultural supports to thrive and succeed academically.	It would be evident through walkthroughs that the subgroup students are receiving the necessary academic supports, such as but not limited to an inclusive environment, exposure to diverse instructional materials, differentiated instruction, and culturally responsive teaching.	Team walkthroughs will take place with the look-fors aligned with the impact walkthrough form specific to ESSA subgroup categories as the main focus. This non-evaluative data will then be shared with the teachers that participated in the walkthroughs. Chadwick Bacon-Principal, Latonya Ross-AP, Aqila Rhodes-AP, Nancy Demeter-Math Coach, Susan Ridlen-ELA Coach

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	The 22-23 Climate Feedback Survey Data indicated that there is an area of improvement to increase our schools communication methods and frequency. In addition it was observed that a low turnout rate for our Parent and Community Engagement events was evident and could possibly be attributed to low frequency communication and limited communication methods.				Communication
<b>THEORY OF ACTION:</b> By focusing on the enhancement of communication we will observe a 25% increase of active participation by parents and students at community and family engagement events during the 1st 9 weeks of school as measured by this years sign in logs as compared to last years sign in logs.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> By the end of the first 9 weeks the desirable outcome for improving a school's communication related to family and community engagement is the establishment of a strong and positive partnership between the school, families, and the broader community as measured by the attendance rate of students, parents, and teachers at Family and Community Engagement events.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	8/2/2023	One Time	Identify Communication Gaps and Needs	The findings would align with the feedback identified in the past years Climate and Feedback Survey findings.	Admin will Conduct a comprehensive assessment of the current state of school communication. Identify areas where communication is lacking or ineffective, and determine the specific needs and preferences of different stakeholders.
8/1/2023	8/2/2023	One Time	Set Clear Communication Goals	These communication goals will include increasing parental involvement, enhancing teacher-student communication, or improving the dissemination of important school information. The goals will include a minimum required number of school messengers, FOCUS Portal Messages, and Social Media Postings per week.	Admin will monitor the level of parental & student involvement in parent and community engagement events as compared to year's past using pst years sign in documents and implementation of minimum required number of school messengers, FOCUS Portal Messages, and Social Media Postings per week based on number of posts.



8/1/2023	10/12/2023	Weekly	Create and implement a diverse range of communication channels to cater to the preferences of various stakeholders. This may include a combination of emails, newsletters, mobile apps, social media platforms, and in-person meetings.	A minimum of 1 or more school messengers will be sent weekly, 1 or more FOCUS Portal Messages will be generated per week, and 2 or more Social Media Postings per week will be generated. In addition flyers if necessary will be generated and distributed to car riders and bus riders if need be. The schools new marquee will be used and updated on a daily basis based on relevant school happenings.	Principal, AP's, Counselors, and Ed Tech will be responsible for the development of the content. It will be collectively monitored for implementation.
8/1/2023	10/12/2023	Weekly	Promote Two-Way Communication	Ensure that communication is not just one-way but encourage feedback and active participation from stakeholders.	Administration will be responsible for ensuring that 2 way communication is encouraged and will monitor for implementation based on feedback and input from teachers, students, parents, and community members.
8/1/2023	10/12/2023	Weekly	Provide Communication Training	Offer communication training to teachers, administrators, and staff to enhance their interpersonal and communication skills.	Administration will be responsible for offering communication training on a needed basis.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	As per the previous school years Climate Survey and observational data gathered by administration during collaborative planning meetings it was evident that 100% of the teaching staff did not operate in a manner that took collaborative student-centered approaches to developing instruction.				Teaming
<b>THEORY OF ACTION:</b> By creating a school environment built around the concept of teaming, we will experience improved collaboration, professional growth, student-centered approaches to instruction, and a positive school culture that contributes to better student outcomes and overall school success.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> By the end of the 1st 9 weeks it will be evident via observational data that at least 50% of teams are operating in a positive school culture characterized by collaboration, continuous improvement, shared goals, and a strong sense of community thus contributing to a more enriching learning experience for students.					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	8/9/2023	One Time	Create a master schedule that supports the teaming approach	The master schedule, teacher moves, school map layout, student academic needs, and available staffing all aligns to ensure that a more comprehensive educational experience for students and teachers is present.	Admin and Counselor evidence of no conflict based on expected evidence artifacts.
8/2/2023	10/12/2023	Weekly	Create a schedule of opportunities for teams to connect	Team works with Admin to create a reoccurring schedule of times for the team to get together outside of content based collaborative planning meetings.	Admin and Teams have developed a rough schedule of meeting dates and it will be evident through observations of admin participating.
8/10/2023	10/12/2023	Weekly	Create a schedule of celebrations and team connections	Admin creates a schedule of times for the team to randomly acknowledge the teams that are actively engaged.	Admin Team will track the level of acknowledgements we perform to ensure that equitable recognition takes place if possible based on Teams active participation.

8/9/2023	8/9/2023	One Time	Teacher teams work together to establish consistent and positive behavioral expectations, Team Norms, Identify Key Values, as well as Develop Consequences and Rewards.	Deans are working with the Teams on a school based PD day 8/9/23 that will generate an artifact of evidence that the teams have in fact worked through the process of positive behavioral expectations, Team Norms, Identify Key Values, as well as Develop Consequences and Rewards.	Deans will host the PD and the Admin Team and Deans will observe the implementation of Norms via future observational feedback.
8/4/2023	8/4/2023	One Time	School Messenger & Social Media posts to promote to families	No negative feedback or pushback from Parents/Students	Principal will record and deliver school messenger. School messenger data feedback report of the call will show that more than 90% listened to the message.

# **Glendale Elementary School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number **Glendale Elementary 0201**

Principal: **Casandra Flores**

Assistant Principal(s): **Carmen Tontillo**

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary School K-5</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	%63		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	30%	
	Economically Disadvantaged Students	46%	
	English Language Learners	51%	
	Hispanic Students	43%	
	Multiracial Students	55%	
	Students with Disabilities	40%	
	White Students	53%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	TS & I		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	No grades yet	59%
	2021 – 2022	C	48%

	2020 – 2021	<b>B</b>	<b>57%</b>
	2019 – 2020	<b>No Grade C</b>	
	2018 - 2019	<b>B</b>	<b>57%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

## 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, 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 our students to fully develop their academic 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 engagements, standard based instruction through a focus on environmental science. Students experience opportunities to both explore inside and outside the classroom. Community involvement 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 positive and forward moving force.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.

- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.



## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Lowest performing area overall: ELA proficiency was 54% with black at 45%, ESE 30%, white 61%  
3<sup>rd</sup> grade being 49% with the subgroups within this grade being 47% for black, and ESE being 50%.

Biggest drop: Based on 2023 FAST data our overall proficiency was 61% with ESE at 41%, black 59%, white 62%  
5<sup>th</sup> grade math fell as our lowest area with 47% proficiency (which is a drop in this cohort from 60% the prior year).

Biggest gain: Our science showed the most growth moving to 61%, with ESE at 29%, black 38%, white 68%

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**



District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	<p>ELA FAST data shows that 54% were proficient (62% were proficient on Iready 3-5) with black at 45%, ESE 30%, and white 61%. 3rd grade being the lowest at 49% (70% in Iready 3rd grade) with black 47% and ESE 50%.</p> <p>In 5th grade level 2s 50% went down, level 2.5s 18% went down, level 3s 33% went down.</p> <p>In 4th grade level 2s 22% went down, 2.5s 11% went down, level 3s 27% went down.</p> <p>Math FAST data shows that 61% were proficient (57% on Iready) with ESE at 41%, black 59% and white 62%. 5th grade math fell as our lowest area with 47% proficiency (58% in Iready) which is a drop in this cohort from 60% the prior year.</p> <p>In 5th grade level 2s 50% dropped, 2.5s 0% dropped and 3s 40% dropped. In 4th grade level 2s 33% dropped, 2.5s 60% dropped and 3s 20% dropped.</p>				Engagment and Monitoring
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		ELA - black 45%, ESE 30%          Math - black 59%, ESE 41%			
<b>THEORY OF ACTION:</b> If teachers plan engaging and meaningful lessons, incorporating specific engagement strategies each week into plans and lessons and monitor the impact of these lessons daily then all students will see academic growth increasing our overall proficiency.					
<b>DESIRED ACADEMIC OUTCOMES:</b> Increase the achievement level of all students in ELA and math by at least 5% including our African American and ESE subgroups. We will see engagement and monitoring strategies being used consistently during walkthroughs in 50% of our classrooms. (by end of year 75%)					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/7/2023	10/11/2023	Weekly	Weekly leadership meetings	Agendas, notes, follow up action steps for 100% of meetings, monitor bi-weekly high yield strategies.	Patty Poysell, Danielle McCabe, Lisa Skinnider, Casandra Flores, Carmen Tontillo Notes will be recorded and collected. Walk-throughs.
8/15/2023	10/11/2023	Weekly	Weekly collaborative planning	Agendas, notes, follow up action steps for 100% of meetings, monitor high yield strategies in lesson plans. Plans will be made to specifically address needs of our African American and ESE subgroups.	Poysell, McCabe, Skinnider, Flores, Tontillo, Grade Chairs Notes will be recorded and collected. Walk-throughs data monitored.

8/17/2023	10/26/2023	Bi-Weekly	Book Study (What Great Teachers Do Differently by Todd Whitaker) - Intro and meeting sessions	Question stems, discussion responses, attendance sheets for 100% of meetings.	Poysell, McCabe, Skinnider, Flores, Tontillo, Coleman, Siquig, DiPietro Question responses will be collected.
8/1/2023	8/1/2023	One Time	Project Wild PD - by Audubon Society	Use of strategies/activities noted in lesson plans (60% of the teachers who participated have strategies noted in plans and observed in walkthroughs at least 3 times in the first nine weeks) All teachers are encouraged to participate.	Flores, Siquig, Coleman, Audubon Society , all teachers are encouraged to attend. Sign in sheets will be collected. Lesson plans collected and monitored each nine weeks. Walk-through data monitored.
8/22/2023	10/11/2023	Bi-Weekly	Mini PD sessions at planning meetings and/or Wednesday meetings	Strategy Quick Tips- Engagement and monitoring. (handed out for each new strategy), Agendas, and Sign in Sheets for 100% of meetings.	Poysell, McCabe, Skinnider, Flores, Tontillo Sign in sheets tracked. Monitor for implementation of strategies in walk-throughs.
8/1/2023	8/1/2023	One Time	Bulletin board on engagement and monitoring strategies	Strategies posted on board, updated throughout each quarter to highlight key strategies. These will be referred to in 50% of collaborative planning sessions as evidenced in collaborative planning agendas.	McCabe, Poysell Walk-through data will show use of these strategies. Lesson plans and collaborative planning notes will document inclusion of these strategies.
8/24/2023	10/12/2023	Monthly	Data Chats MTSS Include specific agenda item to monitor ESSA subgroups AA and ESE.	This will be done every 6 weeks. The first 2 meetings being held in the first quarter. Data notes, spreadsheets, next steps. Sign in sheets. 100% attend data chats. (or make-up session) updated small group instruction and plans. Monitoring of African American and ESE subgroup data will be reviewed specifically for any gaps.	McCabe, Poysell, Skinnider, Tontillo, Flores Power BI data reviewed and MTSS Progress monitoring data reviewed.

8/22/2023	10/11/2023	Bi-Weekly	Data Chats - biweekly grade level progress monitoring checks	Grade level planning agenda and notes. Sign in sheets. Updated lesson plans based on data discussed. 100% of teachers attend data chats or make-up session. Updated small groups and lesson plans.	McCabe, Poysell, Skinnider, Tontillo, Flores Power BI data reviewed and classroom assessment data reviewed. Lesson plans reviewed.
8/9/2023	8/9/2023	One Time	PD on collaborative WHY and what plan	Powerpoint presentation and handouts. Sign in sheets. 100% of teachers attending will turn in exit slip with takeaways and commitments from the planning session.	McCabe, Poysell, Skinnider, Flores, Tontillo Power BI data reviewed and MTSS Progress monitoring data reviewed.
8/22/2023	8/29/2023	Weekly	PD on walk through look fors	Presented twice, once during math planning, once during ELA planning. Look for sheet, agenda, sign in sheets. 80% of teachers will complete an exit ticket with "purpose of walk-throughs".	Flores, Tontillo Observation during the PD. Sign in sheets from the PD will be collected. Exit tickets reviewed.
8/22/2023	10/11/2023	Weekly	Walk-throughs to monitor for implementation of engagement and monitoring strategies.	Walk through data reports. Will see a 10% increase in the first nine weeks. Goal is to see 50% evident in both monitoring and engagement.	Flores, Tontillo Review walk-through data.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	<p>When reviewing FAST data in both ELA and math as well as participation records for our afterschool tutoring and extracurricular programs it is evident that many students at the 2.0 and 2.5 range on testing did not attend these programs regularly. Student's families often reported they were "doing well enough". This shows a need to impress the importance of these programs to keep students making academic growth. ELA FAST data shows that 54% were proficient. 3rd grade being the lowest at 49%.            In 5th grade level 2s 50% went down, level 2.5s 18% went down, In 4th grade level 2s 22% went down, 2.5s 11% went down. Math FAST data shows that 61% were proficient. 5th grade math fell as our lowest area with 47% proficiency which is a drop in this cohort from 60% the prior year.            In 5th grade level 2s 50% dropped, 2.5s 0% dropped. In 4th grade level 2s 33% dropped, 2.5s 60% dropped.</p>				Communication/ Connections
<b>THEORY OF ACTION: By providing more opportunities for parent/family contact and communication to make families aware of their child's academic progress on a regular basis, they will take advantage of more tutoring and extracurricular activities as well as better be able to support student learning at home, leading to an increase in academic proficiency in reading and math.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: 50% of parents will attend at least one of the parent engagement opportunities presented within the first nine weeks. 30% of our students will participate in at least one extra-curricular activity provided by the school or partnering groups.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/30/2023	10/12/2023	Weekly	Sunday evening calls to notify families of upcoming events	Messenger call log - Log will show call was completed each week, it will also track how many people picked it up, hung up, or blocked the call. (9 calls will be completed in the first nine weeks)	Dr. Tontillo, C. Flores, J. Barbato Review results of messenger delivery.
8/10/2023	10/12/2023	Monthly	Parent newsletter	Smores log of newsletters Tracks number of views (3 newsletters within the first nine weeks will be completed)	Flores, Tontillo Review views of newsletter on Smores.

7/30/2023	10/12/2023	Weekly	Add updates, events, activities and news to PTA facebook page	Can see the number of likes and shares on facebook tracker. Can track how many posts are put up each month. (at least 9 posts should be completed in the first nine weeks)	Dossantos, Flores, Tontillo Review 'views' on facebook. Review number of posts made each week.
8/14/2023	8/31/2023	One Time	Positive Phone calls home to each homeroom student will be made by teachers in the month of August.	Teacher call logs showing that 100% of their homeroom students received at least 1 positive phone call in August.	Flores, Tontillo, Classroom teachers Collect teacher phone logs. Review records of calls.
9/13/2023	9/13/2023	One Time	Open House - Provide curriculum and resource information to parents.	Sign in sheets, scavenger hunt forms filled out, parent surveys on what was helpful completed and returned. Powerpoint presentation/handout from each session. 50% of families who attend will turn in a completed scavenger hunt form.	McCabe, Poysell, Coleman, Flores, Tontillo Collect scavenger hunts, count participation results, review survey results.
9/1/2023	10/12/2023	One Time	Special Area Presentation - Have at least one performance or demonstration from special areas to encourage parents to come in and learn more about how they are tying learning to classroom academics and environmental science.	Sign in sheets, flyers/announcements of the event. Parent survey results of what they thought about the event. (25% of families will attend)	Special area teachers, Tontillo, Skinnider, Siquig Review attendance records from the events. Review survey results collected.
9/1/2023	10/12/2023	One Time	Provide professional development to teachers on how to do student led conferences so we can do these in the 2nd nine weeks with families.	PD presentation, agenda and handouts. 100% of teachers will participate. Sign in sheets.	Flores, Tontillo, McCabe, Poysell, Skinnider, Coleman

8/12/2023	10/12/2023	Monthly	Include information on after school tutoring and extracurricular activities in monthly newsletters to families.	Newsletters documented in Smores. Track number of views. (3 newsletters sent home in first nine weeks)	Flores, Tontillo, Siquig, Coleman, Poysell, McCabe, Skinnider Review "views" on smores newsletter page. Ensure a newsletter went out each month.
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Based on Science FAST data our school increased from 39% to 61% in science proficiency, but there is still a gap with only 39% of our AA students and 28% of our ESE students scoring proficient.				Cognition Choice Environmental Science
<b>THEORY OF ACTION: If we continue to make connections between environmental science and our reading and science curriculum, by adding at least one lesson/activity focused on environmental science per quarter, our students will be engaged and make meaningful connections to learning which will help them retain information and perform higher on both ELA and science assessments.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: Increase science proficiency overall to 65%. Increase our AA subgroup to 50% and our ESE subgroup to 35%. See lessons/activities focused specifically on the grade level environmental science focus area (i.e. K-oceans, 2nd-human impact on our environment) documented in lesson plans and presented in class (observed during walk throughs) as least once each nine week period in every grade level. We will use the science unit assessment to track progress throughout the year.</b>					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	8/1/2023	One Time	Provide PD on lessons and activities that can be done to integrate environmental science into classroom instruction through Fish and Wildlife's Project WILD curriculum resource.	PD agenda, sign in sheets, presentation slides. This is an optional PD our goal is to get at least 50% of our teachers attending.	Flores, Tontillo, Siquig Fish and Wildlife - Audubon Advocates are presenting. Attendance records reviewed. Reflection tickets reviewed. Attendance records reviewed.
8/14/2023	10/12/2023	Weekly	Add item to each week's collaborative planning to determine if a connection can be made to our choice focus with that week's curriculum.	Collaborative planning agendas, (will be noted as a discussion item on 100% of CP agendas). Collaborative planning notes.	McCabe, Poysell, Skinnider, Tontillo, classroom teachers Monitor collaborative planning notes weekly. Monitor walk-through data to see evidence of integration of Environmental science lessons/connections.

8/14/2023	10/12/2023	Weekly	Share one resource, partner or available speaker/trip/activity that is available to students/teachers in our weekly staff newsletter.	This will be noted in at least 5 of the newsletters to staff this nine weeks. Newsletter copies can be documented. Views can be tracked.	Flores, Tontillo, McCabe, Poysell, Skinnider, Coleman, Siquig Tracks "views". Review/Note dates newsletters went out.
8/14/2023	10/12/2023	Monthly	Find one business partner that can help sponsor a grade level project or activity to connect to our choice program.	Meeting notes, phone or email log of companies that were reached out to. (at least 3 attempts will be made with a goal of at least 1 partner this nine weeks)	Flores, Coleman, Tontillo, Siquig, Grade chairs Review phone/contact logs.
8/14/2023	10/12/2023	One Time	Lesson plans indicating a lesson/activity that is tied to the grade level's focus area will be documented each nine weeks. This will be observed during walk-throughs.	Lesson plans, collaborative planning notes, walk-through notes. This will be observed in each grade group at least once in the first nine weeks.	Poysell, McCabe, Skinnider, Flores, Tontillo, grade chairs Review lesson plans, observe collaborative planning sessions, review walk-through data.
8/14/2023	10/12/2023	Bi-Weekly	Track data on science unit assessments to see impact of covering the environmental science connections in class on science performance. Be sure to monitor for AA and ESE subgroups' data performance specifically.	Agendas for data reviews, meeting notes during data reviews, performance data on unit assessments. This should be done 2-3 times within the nine week period.	Flores, Tontillo, Skinnider, grade groups, Siquig Review data in PowerBI and classroom assessments with grade groups and coaches.

# **Indian River Academy**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Indian River Academy 0221

Principal: Kim Rahal

Assistant Principal(s): Jayde Norwood

## Demographics

School Type and Grades Served	Elementary PK-5		
Title 1 School (Yes/No)	Yes		
2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)	100%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	32%	
	Economically Disadvantaged Students	47%	
	English Language Learners	18%	
	Hispanic Students	45%	
	Multiracial Students	67%	
	Students with Disabilities	20%	
	White Students	64%	
ESSA Status (TSI, CSI, or ATSI)	N/A; Above percentages are based on ELA only. IRA did not have any ESSA subgroups overall for 2021-2022 school year.		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage

	2022 – 2023	<b>B</b>	<b>54%</b>
	2021 – 2022	<b>B</b>	<b>60%</b>
	2020 – 2021	<b>N/A</b>	<b>N/A</b>
	2019 – 2020	<b>N/A</b>	<b>N/A</b>
	2018 - 2019	<b>C</b>	<b>47%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

### 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school’s new action in this area.

- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13



# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

N/A

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.



# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	2022-2023 FAST Data: 52% (104/201) and 54% (107/200) of our students in grades 3-5 scored a level 3+ in ELA and Math respectively. In ELA, an evaluation of the 97 level 1 & 2 students, the data revealed that 17 (18%) students were in the 2.5 range in the prior year. In ELA, an evaluation of the 93 level 1 & 2 students, the data revealed that 13 (14%) students were in the 2.5 range. 2022-2023 iReady Data: 61% (123/203) and 62% (126/203) of our students in grades 3-5 scored Early or Above grade level in ELA and Math respectively. In ELA, an evaluation of grade levels shows that 74% of 3rd grade students were early or above, 60% of 4th grade students were early or above, and 50% of students were early or above. In math, an evaluation of grade levels shows that 59% of 3rd grade student scored early or above, 56% of 4th grade students scored early or above, and 70% of 5th grade students scored early or above.				Monitoring & Feedback, Engagement Strategies
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>	Our school does not have any identified ESSA subgroups below 41%. When looking at ELA achievement from 2022-2023, the following percentages are evident: Black students- 36%, ESE students- 13%, ELL (LY) students- 13%				
<b>THEORY OF ACTION:</b> If we successfully implement the High Yield strategies of Monitoring & Feedback and Engagement Strategies using data-driven instruction, then we will ensure teachers use relevant, recent, and aligned data to adjust instruction and increase student engagement of each student. If teachers give immediate feedback, then students and teachers can adjust the learning process to achieve proficiency.					
<b>DESIRED ACADEMIC OUTCOMES:</b> Our school goals are to increase each subject area proficiency by 10 percentage points (ELA- 62%, Math- 64%, Science- 66%). Grades 3-5 would need to increase achievement of about 20 students to meet our 10% desired academic outcomes.					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Back to School Faculty Meeting will review SIP Phase 1, assessment data, and HYS-Monitoring/Feedback and Engagement Strategies.	Agenda and PPT. 100% attendance from staff	School Leadership Team (SLT) (Rahal, Norwood, Ragley, Jones, Durwin, Odom, Laverack) and sign-in sheet / attendance
8/7/2023	10/14/2023	Weekly	Grade levels, coaches, and admin will meet weekly to collaboratively plan for and implement specific monitoring and feedback strategies for ELA and Math.	Lesson plans from collaborative planning will have engagement and monitoring strategies embedded	Grade Level Leaders (Moyer, Forbis, Chappellear, Cunningham, Durst, Biggs)/Instructional Coaches (Ragley, Durwin, Jones) This will be monitored through CP, walk through data, and fidelity checks.

8/9/2023	8/9/2023	One Time	School- wide PD on monitoring/feedback and engagement.	Agenda and PPT. 100% attendance from staff. School based walkthroughs will show at least 50% for Monitoring and at least 65% for Engagement.	SLT and sign-in sheet / attendance. This will be monitored through CP, walk through data from district and school, and fidelity checks.
8/11/2023	10/14/2023	Weekly	Promote SIP weekly to staff through the ROAR- weekly newsletter, highlighting successful implementation.	Newsletter, Smore viewing data, pictures from highlights	Principal (Rahal)/AP (Norwood) will monitor amount of views to ensure newsletter is being utilized.
8/22/2023	8/22/2023	One Time	SLT structured data review to examine iReady diagnostic data for Reading and Math. Particular focus will be on identifying preliminary Tier 2 groups based on recent diagnostic data and EOY data from 22-23 school year.	Groups with a specific data plan for monitoring each group.	SLT and Admin will review data from initial state and district testing to develop RTI, Fun Read / Tier 2 and 3 groups and intervention groups to assist with gaps in learning.
8/22/2023	10/14/2023	Monthly	Principal and AP meetings: Reflection on SIP.	Notes from Principal/AP Meeting	Principal/AP will meet bi-monthly to review SIP goals and progress in achieving goals.
8/29/2023	10/10/2023	Bi-Weekly	Classroom walkthroughs will be conducted by SLT for each classroom during ELA and Math blocks to check for monitoring and engagement.	Walkthrough data in PowerBI Dashboard with an increase each month of evident scores in high yield strategies	SLT will conduct school based walkthroughs using the Walkthrough Tool to monitor and track evidence of monitoring and engagement in the classroom.
9/20/2023	9/20/2023	One Time	SLT and teachers will review iReady and FAST PM1 data and triangulate with anecdotal evidence of implementation. Particular focus will be on identifying potential Tier 2 groups and enrichment opportunities.	Groups with a specific data plan for monitoring each group.	Principal/AP, member of C&I Team will review Tier 2 and 3 groups for proper placement, Progress Monitoring and appropriate curriculum..
9/26/2023	10/13/2023	One Time	Impact Review #1/ DataCom	Impact Review reflection/Data Com notes. Next steps will be created for SIP phase 2	Principal/District will debrief after Impact Walks to review findings and decide on school / teacher next steps.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	According to the 22-23 Climate survey communication rating for parents was 4.32/5 staff communication rating was 4.28/5 and student communication rating was 3.68/5. Further analysis of free response shows that 80% of comments regarding communication for staff and parents was positive/somewhat positive and 20% was negative.				Communication and Creativity
<b>THEORY OF ACTION:</b> If we successfully implement PBIS Rewards App, increase FOCUS account participation and initiate The ROAR weekly newsletter (for staff), then parents and staff will have more positive communication interaction.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> Our school goal is to have 75% participation in the PBIS Rewards App for parents and 75% FOCUS accounts created for parents by Q1. The ROAR newsletter for staff will have at least 80% participation according to number of times newsletter link is clicked in Q1.					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	10/13/2023	Weekly	Staff Newsletter	The percentage of participation in opening the Smore link will be at 90%	Mrs. Rahal will send newsletter out each week on Friday and monitor participation on Tuesdays.
8/7/2023	8/7/2023	One Time	Professional Development	By receiving district support through PD with the IT department, the SLT will be better prepared to support staff and parents with the PBIS rewards app.	SLT - Principal, AP, Instructional coach, teacher leader will offer assistance during PD for PBIS Rewards set up. Sign in and attendance for PD will be monitored.
8/9/2023	8/9/2023	One Time	Professional Development	Staff will receive PD on the implementation of the PBIS Rewards system in order to reach the goal of 75% parent sign up/participation by Q1	AP Ms. Norwood, Counselor Mrs. Laverack will monitor sign up percentage bi- weekly for Q1 and reach out to teachers and parents that still need support with PBIS Rewards App.

8/14/2023	10/13/2023	Bi-Weekly	Review PBIS staff/parent involvement	Increase in PBIS Reward enrollment	SLT - Principal, AP, Instructional coach, teacher leaders as well as PBIS Team will have monthly meeting to review classroom and/or grade level data for points given and parent participation.
8/25/2023	10/13/2023	Monthly	PBIS meeting	PBIS points will be tracked and reviewed by grade level	Counselor - Mrs. Laverack, Principal Mrs. Rahal will monitor and share data through staff newsletter "The ROAR"

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	2022-2023: STEAM days were implemented 5 times a year that included specific lessons that met STEAM requirements. Robotics projects were implemented through Media Specials rotation, without any focus on Aerospace portion of school theme. According to last year's State Science testing, 56% of Grade 5 students were proficient (3+), with no gain from previous school year (21-22 also 56% proficient). Walkthrough data indicated that the overall scores in Engagement were 58% evident and 24% partially evident.				Theme of Aerospace and Robotics
<b>THEORY OF ACTION:</b> If we put into place five designated days to specifically address the theme of Aerospace we will successfully reach our goal of fully implementing our school theme of Aerospace and Robotics. If STEAM, Robotics and Aerospace lessons are developed by teachers and fully vetted by Admin and Instructional coaches, based on state standards for Robotics and Aerospace, students will be provided with high level instruction and improve overall student engagement and Grade 5 scores Science.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> Science scores will increase to 66% proficiency for the 2023-2024 school year. Walkthrough data for Q1 will show an increase of 10% in the "evident" category in Engagement.					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Back To School Presentation will include initial information on how to build on school theme	100% attendance for Back to School Presentation	School Leadership Team - Admin, Rahal, Norwood and Instructional coaches will monitor participation. Sign In sheets and attendance will be taken.
8/7/2023	10/13/2023	Bi-Weekly	Initial grade level leader meeting	GLL and SLT will develop an initial plan for developing the Aerospace portion of school theme. Five set dates will be reviewed with a focus on the first session.	Admin will approve each grade level Aerospace project to ensure they are developmentally appropriate and there are no overlaps between GL's.

9/1/2023	10/13/2023	Bi-Weekly	GLL's will share top 3 lesson ideas for Aerospace Day Session #1. Teams will share and review to ensure that there is no overlap and lessons are developmentally appropriate.	Each GL Team will leave will Aerospace Day session 1 decided and ready to be developed and implemented by teams	Instructional coaches will support teachers will plans and materials for Aerospace session #1
9/8/2023	9/8/2023	One Time	Instructional Coaches will circle back to GL teams for fidelity checks in lesson plans	All grade levels will have set plans with materials needed for first session and possibly begin development of session #2	Instructional coaches will support teachers will plans and materials for Aerospace session #1 and assist with ideas for session #2
9/22/2023	9/22/2023	One Time	Aerospace Day Session 1 will be held from 9:00-9:40 schoolwide	100% participation by students and grade levels	Admin and SLT will complete fidelity checks of all grade level to ensure participation by all teachers and students is occurring.

**IR Prep**  
**School Improvement Plan**  
**Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**



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# School District of Indian River County



## School Information

Name of School and Number: IR Prep

Principal: Dariyall Brown

Assistant Principal(s): Dawn Bennett-Campbell

## Demographics

School Type and Grades Served	N/A		
Title 1 School (Yes/No)	No		
2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)	%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	52%	
	Economically Disadvantaged Students	84%	
	English Language Learners	1.9%	
	Hispanic Students	8%	
	Multiracial Students	6%	
	Students with Disabilities	30%	
	White Students	35%	
ESSA Status (TSI, CSI, or ATSI)	CSI		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2022 – 2023	N/A	N/A
	2021 – 2022	N/A	N/A

	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	N/A	N/A
<b>Pending School Board Approval</b>	September 25, 2023		

## 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

IR Prep provides a safe, structured environment to effective positive changes in academics, behavior, and social skills.

## School Vision Statement

The vision of IR Prep is to enhance student achievement by means of teacher collaboration and action which supports success for our students.

## School Narrative

IR Prep is currently 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified:
  1. Student attendance at IR Prep has significantly improved, trending from 64% to 72%.
  2. Staff attendance at IR Prep has significantly improved, yielding a 94% rate.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

The Needs Assessment showed that all our Economically Disadvantaged students did not meet the 41% threshold according to the Federal Index. IR Prep will address the needs of our students as follows:

- 1.) Address the needs of our students through our Homeless Education program.
- 2.) Address the lack of attendance with parents and students and provide school and district support.
- 3.) Address academic and behavior needs through our MTSS team in order to develop plans of support for our ED students.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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



# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Reading: 64% Level 1 for Grades 6 - 10th; Math: 71% Level 1 for Grade 6-8th; 82% Level 1 for Algebra 1 & Geometry. attendance rates, repeated exposure to trauma within the home environments, and significant emotional and behavior factors are the root causes of low student achievement scores. attendance rates include homelessness, low levels of family involvement, and low levels of student and staff accountability. barriers for behavior include the need for clearly defined classroom expectations, clearly				Math: Low Barriers for low Identified The high yeild strategies that will be introduced are research-based strategies through Blended Learning & Kagen Stratagies. The year-long approved professional development schedule for IR Prep teachers will enhance their instructional skill level which will ultimately lead to more engaging
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		The ESSA subgroups that fell below 41% are students that are identified as Economically Disadvantaged. *Create and adjust class schedules to address the academic and behavioral needs of all students identified as ED. *Frequent checks conducted with fidelity to ensure that all students who are identified as ED are receiving small group instruction and remediation. *Offer course recovery to all students identified as ED to assist with meeting high school graduation requirements.			
<b>THEORY OF ACTION: If Low Attendance and Behavior Improvement are monitored through regular review of the data presented in PowerBI, engagement in collaborative teacher planning, provision of professional development training for our teachers, and the implementation of regular classroom walkthroughs completed by administration, we predict that student achievement scores will increase, and students who are</b>					
<b>DESIRED ACADEMIC OUTCOMES: IR Prep students will show a 5 percentage point increase on student FSA retakes, FAST tests, FLCE, EOC History &amp; Biology.</b>					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/8/2023	8/8/2023	One Time	Teacher Professional Development Training	Kagen Strategies will be exhibited in Lesson Planning and Lesson Implementation	Dariyall Brown; Dawn Bennett Campbell - via Walkthroughs
8/8/2023	5/29/2023	Weekly	Data Chats	Student Gradebook, Power BI, State Assessments	Dariyall Brown & Dawn Bennett-Campbell will lead Data Chats.
8/14/2023	8/21/2023	One Time	Teacher Professional Development Training	Beginning of Year IReady	Dawn Bennett-Campbell via implementation of testing
8/14/2023	5/29/2023	Weekly	Classroom Walkthroughs	District Impact Review Tool	Administrative Team
8/16/2023	5/29/2023	Weekly	Collaborative Planning	Agenda	Dariyall Brown will lead Collaborative Planning, review data and provide feedback
9/5/2023	9/8/2023	One Time		Beginning of Year - PM1 FAST	Dawn Bennett-Campbell via implementation of testing







Data Rating	DATA SYNOPSIS				High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>
<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	<p>Reading: 64% Level 1 for Grades 6 - 10th;  Math: 71% Level 1 for Grade 6-8th;  82% Level 1 for Algebra 1 &amp; Geometry.</p> <p>attendance rates, repeated exposure to trauma within the home environments, and significant emotional and behavior factors are the root causes of low student achievement scores.</p> <p>attendance rates include homelessness, low levels of family involvement, and low levels of student and staff accountability.</p> <p>barriers for behavior include the need for clearly defined classroom expectations, clearly defined schoolwide expectations, fidelity in the implementation of Teir 1 universal supports and intervention, and low family involvement.</p>				<p>The high yeild strategies that will be introduced are research-based strategies through Blended Learning &amp; Kagen Strategies. The year-long approved professional development schedule for IR Prep teachers will enhance their instructional skill level which will ultimately lead to more engaging lessons and and differentiated instructional practices that reach all learners in the classroom. The high-yield strategies will also be embedded in the lesson plans of all IR Prep teachers whereby collaborative planning will be essetnial in producing high acheivement scores among our 6th-12th grade students.</p>
<p>List ESSA SUBGROUP that fell below 41%.  Include an implementation step below to support the ESSA subgroup identified.</p>		<p>The ESSA subgroups that fell below 41% are students that are identified as Economically Disadvantaged.</p> <p>Implementation:  *Create and adjust class schedules to address the academic and behavioral needs of all students identified as ED.  *Frequent checks conducted with fidelity to ensure that all students who are identified as ED are receiving small group instruction and remediation.  *Offer course recovery to all students identified as ED to assist with meeting high school graduation requirements.</p>			
<p><b>THEORY OF ACTION:</b> If Low Attendance and Behavior Improvement are monitored through regular review of the data presented in PowerBI, engagement in collaborative teacher planning, provision of professional development training for our teachers, and the implementation of regular classroom walkthroughs completed by administration, we predict that student achievement scores will increase, and students who are promoted to the next grade level and/or meet state graduation requirements will increase as well.</p>					
<p><b>DESIRED ACADEMIC OUTCOMES:</b> IR Prep students will show a 5 percentage point increase on student FSA retakes, FAST tests, FLCE, EOC History &amp; Biology.</p>					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/8/2023	8/8/2023	One Time	Teacher Professional Development Training	Kagen Strategies will be exhibited in Lesson Planning and Lesson Implementation	Dariyall Brown; Dawn Bennett Campbell - via Walkthroughs

8/8/2023	5/29/2023	Weekly	Data Chats	Student Gradebook, Power BI, State Assessments	Dariyall Brown & Dawn Bennett-Campbell will lead Data Chats.
8/14/2023	8/21/2023	One Time	Teacher Professional Development Training	Beginning of Year IReady	Dawn Bennett-Campbell via implementation of testing
8/14/2023	5/29/2023	Weekly	Classroom Walkthroughs	District Impact Review Tool	Administrative Team
8/16/2023	5/29/2023	Weekly	Collaborative Planning	Agenda	Dariyall Brown will lead Collaborative Planning, review data and provide feedback
9/5/2023	9/8/2023	One Time		Beginning of Year - PM1 FAST	Dawn Bennett-Campbell via implementation of testing
12/4/2023	12/15/2023	One Time		Middle of Year - PM2 FAST	Dawn Bennett-Campbell via implementation of testing

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	<p>IR Prep was able to increase its participation in the Family and Community Engagement component by 5% during the 2022-2023 school year. Various organizations were brought in to present the services they offer within the community which allowed parents to make informed decisions when obtaining services to meet the social, emotional and behavioral needs of their family. Additionally, the School Leadership Team decided to implement mandatory parental attendance for one SAC/Parent Engagement activity prior to students transitioning back to their home school. It is the goal of IR Prep to continue to provide family engagement activities to encourage and build a higher level of family participation.</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 by requiring attendance of two or more engagement activities. 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 improve our overall school's climate and culture.</p>
<p><b>THEORY OF ACTION:</b> If IR Prep continues to increase our family/parent participation by 5% on a yearly basis by providing monthly family engagement activities and by mandating parental involvement in two meetings prior to student returning to home or zoned school, then we will yield a 25% growth rate in parental participation over a 5 year span.</p>					
<p><b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> IR Prep continues to increase family/parent participation by 5% over the next 5 years, this will yield a 25% overall participation growth rate by the 2026.27 school year.</p>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	Monthly	Community Presentations	Parent participation will increase by 3% during the first semester	Dawn Bennett will make contact with two community service organizations per month.
8/1/2023	10/12/2023	Monthly	PTA enrollment	An increase of 6 stakeholders during the 2023-2024 school year	Through meetings with PTA Pres and secretary Melinda Thomas will develop ways to increase membership.
8/1/2023	10/12/2023	Weekly	Community and School Communication	School Messenger, Social Media Posts, School Flyers	Dariyall Brown will create and send communication pieces to build relationships with students, families, staff and community.

Data Rating	DATA SYNOPSIS	CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Last school year, IR Prep was able to measure the feelings and attitudes of all stakeholders in a quarterly survey. The results of the survey showed an increase from 46% (1st survey) to 53% (final survey) of stakeholders having a positive view of the overall school climate and culture. This helped us plan for continued increase in overall positive perspectives of our school's climate and culture by parents, students, and staff.	The school's culture and climate will be built into our school's professional development this school year. Our instructional staff will receive training in Kagan strategies to model a positive classroom atmosphere and a monthly a book study authored by Jon Gordon called "The Energy Bus", which all IR Prep staff members are required to read.

**THEORY OF ACTION: Goal: If IR Prep improves the overall perception of the school climate and culture of stakeholders then we will see a 5% increase in both our student and staff attendance rates.**

**IMPLEMENTATION PLAN for SCHOOL CULTURE**

START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	Monthly	Professional Development	Agenda, Sign-in, Staff Assignment & Staff Climate Survey	Dariyall Brown and Dawn Bennett will monitor the results through survey results
8/1/2023	10/12/2023	Weekly	Positive Behavior Intervention System	PBIS program	Dariyall Brown and Dawn Bennett will monitor the results through attendance increase and behavioral incident decrease.
8/1/2023	10/12/2023	Weekly	Administration Parent/Guardian Phone Call	Document in FOCUS	Dariyall Brown, Dawn Bennett Campbell, Melinda Thomas will call after 2 days of student absence

8/1/2023	10/12/2023	Weekly	Teacher Parent/Guardian Phone Call	Document in FOCUS	Dariyall Brown and Dawn Bennett Campbell will monitor FOCUS to see that parent/guardian phones are made after 3 days
8/1/2023	10/12/2023	Weekly	Administration Parent/Guardian Phone Call	Document in FOCUS and/or Letter Log	Dariyall Brown, Dawn Bennett-Campbell will send home a letter after 5 days and 10 days of absence.

# **Liberty Magnet Elementary**

## **School Improvement Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Liberty Magnet School -0301

Principal: Takeisha L. Harris

Assistant Principal(s): Kristin Racine

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary K-5</b>		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	41%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	12%	
	Economically Disadvantaged Students	45%	
	English Language Learners	3%	
	Hispanic Students	18%	
	Multiracial Students	5%	
	Students with Disabilities	13%	
	White Students	64%	
<b>ESSA Status</b> (TSI, CSI, or ATSI)	TS (Targeted Support)		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		



	2021 – 2022	<b>A</b>	<b>64%</b>
	2020 – 2021	<b>N/A</b>	
	2019 – 2020	<b>N/A</b>	
	2018 - 2019	<b>A</b>	<b>63%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

**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:**

Through an inquiry-led, transdisciplinary IB framework, challenge 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 Vision Statement:**

Our students will become active, compassionate, and lifelong learners.

**School Narrative**

Liberty Magnet offers a challenging curriculum using the Florida State Standards 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. Liberty is the only PYP school in Indian river county, and one of about 1700 worldwide. Students can continue their IB education locally in middle and high school. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing conceptual understandings, strengthening their knowledge, and enhancing their skills across and beyond subject areas. Students are actively engaged in all parts of the learning process. They learn how to ask questions that will give them a deeper understanding. Then they participate in activities designed to answer these questions. Our classrooms are filled with dialogue, interaction, research, and presentations. These activities allow students to acquire skills valuable not only to learning, but to life outside of school.

**Comprehensive Needs Assessment**

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

Liberty’s lowest performing and most significant decline in schoolwide data component occurred in ELA Proficiency. ELA was the lowest performing data component last year as well. Contributing factors were class groupings which placed all students with disabilities in the same class. We exceeded the state average in both reading and math. Our most improved component was Science. Our proficiency increased by 5%. We alternated time for science during the second semester. We will continue this practice this year. Our highest priorities for the upcoming year are increasing proficiency to previous year’s average and learning gains.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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 Plan	Strategy	What it Looks Like
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Liberty has one subgroup that fell below the 41% threshold. Only 27% of our Students with Disabilities scored a level 3 or above.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STLs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

December 20, 2023 – January 20, 2024

### Implementation

January 29 – May 31, 2024

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

March 11 – March 19, 2024

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

## **Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	22-23 Data (Percent Proficient)	FAST-ELA Overall: Grade 3- 70% Grade 4 - 79% Grade 5- 65% I-Ready Grade 3-94.1% Grade 4-83.5% Grade 5-69.5%	FAST-MATH Overall: Grade 3- 75% Grade 4 -84% Grade 5-71% I-Ready Grade 3-76.5% Grade 4-83% Grade 5-72%	SCIENCE: 67%	Engagement / Monitoring
	Liberty's proficiency decreased in all subjects during the 2022-23. Using Engagement and Monitoring strategies with teachers and students evidenced by walkthrough data and admin observations, proficiency should increase.				
<b>List ESSA SUBGROUP that fell below 41%.            Include an implementation step below to support the ESSA subgroup identified.</b>			Students with Disabilities (ESE)		
<b>THEORY OF ACTION: If students are ENGAGED in standards based instruction and teachers MONITOR student understanding of content, then students will show mastery on standard based tasks.</b>					
<b>DESIRED ACADEMIC OUTCOMES: 80% or above of students will demonstrate mastery of standards based tasks and assessments, all content areas.</b>					
IMPLEMENTATION PLAN for ACADEMICS					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/9/2023	One Time	Review and model Monitoring and Engagement Strategies (PD) with district level support.	Evidence of strategies being implemented. Roster of participants.	Jelfimow will collect roster of participants.
8/10/2023	10/11/2023	Bi-Weekly	The "Eagles Call" internal employee newsletter will contain specific, outlined engagement/ monitoring strategies for teachers to easily follow and implement.	Engagement Strategies will be evident in 80% of lesson plans and classroom walk-throughs (Power-BI)	Jelfimow, Racine, Harris will document evidence of strategies in lesson plans and during walk throughs in Leadership Team Meeting notes.
8/10/2023	10/11/2023	Monthly	Classroom walk throughs	In Power- BI it will show 80% of classrooms will be evident for engagement strategies.	Harris, Racine, and Jelfimow will review during weekly leadership meetings
8/10/2023	10/11/2023	Weekly	During classroom walk-throughs teachers will receive feedback "Stars and Wonders" based on impact walk tool.	Feedback on "Stars and Wonders" and share out at Leadership meeting	Harris, Racine, and Jelfimow will review during weekly leadership meetings

8/10/2023	10/11/2023	Monthly	ESSA Subgroup: ESE Resource teachers attend monthly data meetings	Standards based interventions and skills to increase SWD proficiency	Harris will monitor SWD proficiency towards 41%.
8/10/2023	10/11/2023	Monthly	ESSA Subgroup: Data Chats with students	SWDs will be able to speak to progress and skills focused on	Harris will review evidence of data chats with ESE Resource teachers during collab planning.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES  (One of the four C's)
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Community and Family Engagement in schools contributes to positive student outcomes, including improved achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.				Communication
<b>THEORY OF ACTION: If parents receive a grade level weekly newsletter, school messenger, and see social media posts then all Liberty families will be informed and attend events.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: If we communicate on a weekly basis then there will be more family involvement in school events.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/10/2023	10/11/2023	Weekly	Grade level weekly newsletter	Submitted newsletter to leadership, front desk, and grade chair- Friday	Adams will use grade level checklist
8/10/2023	10/11/2023	Weekly	Staff weekly newsletter	Emailed newsletter	Leadership Team
8/10/2023	10/11/2023	Weekly	Social Media	Facebook post	Racine/Facebook analytics
8/10/2023	10/11/2023	Weekly	School Messenger	Sunday call outs	Harris/Messenger report
8/8/2023	8/8/2023	One Time	Orientation	Sign In Sheets	Leadership Team/Review after event during Leadership Meeting
8/17/2023	8/17/2023	One Time	PTA General Meeting	Sign In Sheets	Leadership Team/Review after event during Leadership Meeting
9/14/2023	9/14/2023	One Time	Open House	Sign In Sheets	Leadership Team/Review after event during Leadership Meeting
8/24/2023	8/24/2023	One Time	SAC	Sign In Sheets	Leadership Team/Review after event during Leadership Meeting

<b>Data Rating</b>	<b>DATA SYNOPSIS</b>				<b>CAPACITY BUILDING STRATEGIES</b> (One of the four C's)
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	As an authorized International Baccalaureate school, we are designing our Units of Inquiry (including the elements of the Primary Years Programme) to develop the whole child, both academically and behaviorally.				School Theme: School of International Studies via International Baccalaureate (IB Magnet) (Cognition)
<b>THEORY OF ACTION: If teachers teach and implement the IB Primary Years Programme, then student academic proficiency and behavior will improve.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: 100% of Liberty teachers will utilize the elements of the PYP IB in their classroom as evidenced in lesson plans and unit of inquiries. 80% of students will be able to demonstrate the elements of the IB PYP as evidenced by classroom observations and 80% or above will demonstrate or show mastery of standard based tasks and assessments.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/31/2023	One Time	Mini PD to review IB Approaches to Learning with Grade level teams	Powerpoint and Sign in Sheet	In-person training session / IB Coordinator- Lunsford
8/3/2023	8/31/2023	One Time	IB Approaches to Learning toolbox in classroom	Checklist to see that toolbox is on display in classrooms	Walkthroughs / IB Coordinator- Lunsford
8/10/2023	10/12/2023	Monthly	IB Learner Profile Trait Recognition	Students will be publicly recognized (picture and treat)	School Counselor-Bernal/IB Coordinator will create student display.
9/11/2023	10/12/2023	Monthly	Classroom lessons (Resiliency & Approaches to Learning)	Classroom lesson sign up sheet	Classroom Lessons / School Counselor-Bernal/IB Coordinator- Lunsford



# Osceola Magnet School

## School Improvement Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Osceola Magnet 0051

Principal: Jennifer Norris

Assistant Principal(s): Natalie Ern

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary K-5</b>		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	40%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	62%	
	Economically Disadvantaged Students	64%	
	English Language Learners	N/A	
	Hispanic Students	81%	
	Multiracial Students	81%	
	Students with Disabilities	51%	
	White Students	77%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	N/A		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	TBD	TBD
	2021 – 2022	A	75%

	2020 – 2021	<b>B</b>	<b>59%</b>
	2019 – 2020	<b>N/A</b>	<b>N/A</b>
	2018 - 2019	<b>A</b>	<b>67%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

### 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 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.

### School Vision Statement

Osceola Magnet will be a model for the state in the areas of Mathematics & Engineering exploration with an integration of the Arts and Literacy in an engaging, positive and collaborative school community

### School Narrative

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. Our consistently high state assessment 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.

At Osceola Magnet School we believe:

- That a family and school partnership is essential to the learning process.
- That children learn best through an integrated curriculum.
- That learning is a process, not a product.
- That each child learns best by doing developmentally appropriate activities.
- That education fosters, encourages, and nurtures creativity.
- That each student is the central focus of all efforts.

- In providing a safe and supportive environment that enhances self-esteem.
- That learning is fun, enriching and stimulating.
- Through the exploration of science, technology, engineering, arts and mathematics children will be better able to meet the challenges of the future.

Offerings Include:

- Focus on Engineering and Math • Think Mathematics Strategies • PBIS • School Engineering FAB LAB • Science Olympiad • Fab Lab Club • Minecraft Club • Academic Games • Vocal and Instrumental Performance • Art Club • Ukulele Club Athletic Opportunities: • Track • Running Club • Robotics Club • ORCA Partnership • Garden Club • Creative Scientist Club • Art and Animation Club

Points of Pride

- "A" rated school • Magnet Schools of America, School of Distinction • National PTA School of Excellence • Cognia STEM Certified • Top 6% in the State for Mathematics in 2022 • Five Star School • Florida School of Excellence • Golden School Award

Florida's School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State's SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

No subgroups fell below 41% in proficiency. Our ESSA subgroups increased their proficiency from the 21-22 SY to the 22-23SY.

In reviewing our student's achievement levels across school years, we noticed that 30-50% of our students who scored a level 3, 4, or 5 on FSA/FAST PM3 did not maintain or increase proficiency levels across subject areas.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	In reviewing our students' achievement levels on iReady and FAST across school years, we noticed that 30-50% of our students who scored a level 3, 4, or 5 on FSA/FAST did not maintain or increase proficiency levels across subject areas.				Differentiation and Monitoring	
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>			No subgroups fell below 41% in proficiency.			
<b>THEORY OF ACTION:</b> If we focus on planning for and implementing differentiation strategies in Tier 1 instruction, across subject areas, then our students who scored a level 3, 4, or 5 will maintain or increase FAST PM3 levels.						
<b>DESIRED ACADEMIC OUTCOMES:</b> At least 75% of students who scored a level 3, 4, or 5 on 22-23 SY FAST PM3, will increase or maintain their proficiency levels, including subgroups, on the 23-24 FAST PM3, across subject areas.						
IMPLEMENTATION PLAN FOR ACADEMICS						
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING	
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)	
8/3/2023	8/3/2023	One Time	SLT ( School Leadership Team- Norris, Ern, Vollbracht) will share 22-23 PM3 Student Data at Pre-Planning Meeting	100% of teachers have a clear understanding of their grade level and school data outcomes by subject area and recorded names on meeting sign-in sheets.	Teachers will jot down the noticings from each of their grade levels to discuss during the meeting- Norris/Ern	
8/3/2023	8/3/2023	One Time	SLT will share 22-23 SIP goal end of year outcomes and new 23-24 SIP goals at Pre-Planning Meeting	100% of teachers and staff will have a clear understanding and expectations of the new SIP goals and recorded names on meeting sign-in sheets.	Teachers will leave the meeting with annotated copies of the school improvement goals and summarized action steps- Norris/Ern	
8/10/2023	10/12/2023	Weekly	Grade level groups will purposefully and intentionally plan for scaffolded level questions and activities in ELA and Math during weekly grade level collaborative planning (differentiation).	Scaffolded questioning and activities will be evident in at least 50% of classrooms as observed in weekly trend walks.	Weekly trend walks with leadership team Norris/Ern/Vollbracht	



9/19/2023	9/20/2023	One Time	Maximize intervention/enrichment student grouping and resources with grade levels during data chat.	All students will receive differentiated instruction during daily walk to intervention time as evidenced during weekly trend walks.	Weekly Trend Walks-Norris/Ern/Vollbracht/Grade levels
8/9/2023	8/9/2023	One Time	Tiffany Carlsen will share 3rd- 5th Grade ELA Achievement Level Descriptors and implementation resources with 3rd- 5th grade teachers.	All 3rd- 5th grade teachers will implement leveled activities during walk to intervention time as evidenced during weekly trend walks.	Weekly Trend Walks-Norris/Ern/Vollbracht
8/9/2023	8/9/2023	One Time	Brain Buddies(teachers paired across grade levels) will be established to help facilitate school wide BTC (Building Thinking Classrooms) implementation with fidelity	At least 75% of math teachers will be observed implementing BTC structures during Tier 1 instruction, as seen in weekly trend walks.	8/9/23- Notes from Brain Buddies Planning Session-Norris/Ern
8/9/2023	10/12/2023	Monthly	Brain Buddies will meet to collaborate and problem solve implementation of BTC framework in mathematics.	At least 75% of math teachers will be observed implementing BTC structures which embed differentiation and monitoring during Tier 1 instruction, as seen in weekly trend walks.	Weekly Trend Walks-Norris/Ern
10/6/2023	10/6/2023	One Time	Staff PD (Professional Development) with focus on Monitoring.	At least 50% of teachers will implement the high yield strategy of monitoring as observed in weekly trend walks and as evidenced on staff roster.	Monitoring PD Staff Roster-Norris/Ern/Vollbracht
8/10/2023	10/12/2023	Weekly	Grade level groups will purposefully and intentionally plan for monitoring student's understanding in ELA and Math during weekly grade level collaborative planning.	Monitoring (checks for understanding) will be evident in at least 50% of classrooms as observed in weekly trend walks and in lesson plans/ collaborative planning sheet.	Weekly Trend Walks-Norris/Ern/Vollbracht

8/10/2023	10/12/2023	Weekly	Weekly trend walk school improvement data and strategies to use will be shared with staff in the weekly High-Lights (weekly staff newsletter from Principal).	90% of staff will read our weekly High lights as tracked in the CANVA app so they are aware of the current schoolwide status of implementation and strategies that can be used for differentiation and monitoring.	Weekly monitoring of Canva High Lights usage- Norris
8/10/2023	10/12/2023	Weekly	SLT meetings to review trend walk data and determine next steps for grade levels and individual teachers	SLT will see an increase to 50% of observed evident ratings in the areas identified in weekly leadership meetings as evidenced on the weekly trend walk data collection forms.	Weekly percentage rating reviews from trend walks during Leadership team meetings- Norris/Ern

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	80-90% of teachers open the weekly staff newsletter(High-Lights); 60% of families answer the phone to listen to our weekly school messenger calls; our social media posts average 1,000 engagement hits in a 30 day period; 90% of families were registered users in the PBIS Family Communication App;				Communication
<b>THEORY OF ACTION:</b> If we focus on sharing our student learning across platforms, then families will have a better understanding of what and how our students are learning.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> Increase families knowledge of student current learnings thus increasing student achievement and gains across all subject areas.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/10/2023	10/12/2023	Monthly	Each grade level will with submit 2 pictures with a brief description of a design challenge and mathematical concept that was covered during the month and a follow up question families can ask that will help engage families in conversations about Mathematics & Engineering, to be shared in The Osceola Globe(monthly school newsletter). The newsletter will be shared across all school media platforms(FB, FOCUS, PBIS App, Twitter)	At least 80% of families will have knowledge of what each grade level learned each month	Measured by number of participants each month who open with the Canva link that contains The Osceola Globe. Norris/Ern

8/10/2023	10/12/2023	Weekly	At least two social media posts across FB and X(Twitter) will reflect current learnings across grade levels and subjects.	An average of 1,000 or more engagement hits each month across social media platforms	Monthly-Check engagement averages across social media platforms-Norris/Ern
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	We are a school of Engineering and Mathematics. We achieved Cognia Certification in the 22-23SY; 22-23SY 5th grade science scores-81% proficiency; Grades 3-5 FAST mathematics proficiency-81%; K-2 Mathematics proficiency-78%; through a survey of staff a low percentage of teachers were able to clearly define the engineering design process				Theme
<b>THEORY OF ACTION:</b> If we focus on professional development and implementation of the engineering design process then student achievement in math and science will increase.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> Mathematics and Science proficiency scores will increase to at least 85%.					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	At our Pre-Planning Meeting, our music teacher, Mrs. Jones, will teach all staff the Engineering Design Process song.	100% of teachers will be able to state the 4 components of the Engineering Design Process as measure by a forms survey.	Staff performance- Janine Jones- Music Teacher
8/10/2023	10/12/2023	Monthly	In the first nine weeks, our music teacher, Mrs. Jones, will teach all students the Engineering Design Process song.	90% of students will be able to state the 4 components of the Engineering Design Process as documented on a classroom formative assessment.	Quarterly formative assessment- Classroom Teachers
8/9/2023	10/12/2023	Monthly	During quarterly collaborative planning days, teachers will collaboratively plan for the next 9 week's engineering design challenge with focus on developing a common understanding of expectations of each stage of the engineering design process.	75% of students will be able to explain their steps taken during their engineering design challenge as observed through a classroom formative assessment.	Quarterly formative assessment- Classroom Teachers

8/9/2023	8/9/2023	One Time	Brain Buddies(teachers/classrooms paired across grade levels) will be established to help facilitate school wide BTC (Building Thinking Classrooms) implementation with fidelity.	At least 75% of math teachers will be observed implementing BTC structures during Tier 1 instruction, as seen in weekly trend walks.	8/9/23- Notes from Brain Buddies Planning Session-Norris/Ern
8/9/2023	10/12/2023	Monthly	Brain Buddies will meet to collaborate and problem solve implementation of BTC framework in mathematics.	At least 75% of math teachers will be observed implementing BTC structures which embed differentiation and monitoring during Tier 1 instruction, as seen in weekly trend walks.	Weekly Trend Walks-Norris/Ern
8/10/2023	10/12/2023	One Time	Brain Buddy classrooms will share one engineering design plan and product each 9 weeks	100% of Brain Buddy classrooms will be observed sharing their design plan and product each quarter through weekly trend walks.	Pictures taken during sharing of products/designs will be sent to Norris/Ern to share in the monthly Osceola Globe newsletter

# Oslo Middle School

## School Improvement and Title I Schoolwide Program Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction  
2023-2024**

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# School District of Indian River County



## School Information

Oslo Middle School 0291

Principal: Craig Kinsley

Assistant Principal(s): Kenneth Brown, Anitra Cummings, Jeremy Szpaichler

## Demographics

<b>School Type and Grades Served</b>	Middle School 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	78.5%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students		43%
	Economically Disadvantaged Students		45%
	English Language Learners		44%
	Hispanic Students		50%
	Multiracial Students		48%
	Students with Disabilities		26%
	White Students		50%
<b>ESSA Status</b> (TSI, CSI, or ATSI)			
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	C	48%

	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	C	51%
<b>Pending School Board Approval</b>	September 25, 2023		

## 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

- Weekly, planned and structured meetings to monitor with fidelity.
- Plan and organize activities that are academically and behaviorally data driven;
- Set common goals across content areas;
- Have a common method to monitor results;
- Analyze and adjust action steps when necessary;
- Acknowledge success.

## School Vision Statement

Cultivate a high-performing collaborative problem solving team that fosters collective efficacy with a focus on community building and accountability.

## School Narrative

At Oslo Middle School we Believe in B.L.U.E. Believing in B.L.U.E means that we Build positive relationships, stay Learning-centered, Understand each other’s needs, and Excel in everything we do! To strengthen our belief of B.L.U.E we will begin to focus on project-based learning (PBL)/project-based instruction which is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.

- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

On the 22-23 ELA FAST Assessment, 14% of SWD's met proficiency (6<sup>th</sup>: 14%, 7<sup>th</sup>: 13%, 8<sup>th</sup>: 17%). This equates to a 33% gap in proficiency between SWD's and non-SWD students. On the 22-23 Math FAST Assessment, 23% of SWD's met proficiency (6<sup>th</sup>: 15%, 7<sup>th</sup>: 24%, 8<sup>th</sup>: 31%). This equates to a 31% gap in proficiency between SWD's and non-SWD students. On the 22-23 CIVICS EOC, 34% of SWD's met proficiency. This equates to a 38% gap in proficiency between SWD's and non-SWD students. On the 22-23 Science NGSSS Assessment, 16% of SWD's met proficiency. This equates to a 39% gap in proficiency between SWD's and non-SWD students.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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



# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy	
Which High Yield Strategies will contribute the most to school improvement?						
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	ELA Achievement fell 3% between the 21-22 and 22-23 school year. Science Achievement grew 8% from the 21-22 to the 22-23 school year. Civics Achievement grew 11% between the 21-22 and the 22-23 school year. MATH Achievement grew 7% between the 21-22 and the 22-23 school year. Black student achievement for ELA, MATH, CIVICS and SCI were 25%, 39%, 58% and 27% in the 22-23 school year. SWD student achievement for ELA, MATH,				Collaborative Planning, Differentiation, Monitoring, Engagement	
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>			Students With Disabilities - SWD student achievement for ELA, MATH, CIVICS, and SCI were 14%, 23%, 34%, and 16% in the 22-23 school year			
<b>THEORY OF ACTION:</b> If there is an increase in teacher capacity to use feedback gathered from student monitoring to explicitly plan for differentiated instructional strategies, then there will be an increase in student active engagement and achievement using weekly walkthrough data.						
<b>DESIRED ACADEMIC OUTCOMES:</b> Teacher will plan for and implement differentiation strategies to meet the needs of targeted students and proactively close academic gaps for all students. Increase in student proficiency for all students in ELA, Math, Science, and Civics.						
<b>IMPLEMENTATION PLAN for ACADEMICS</b>						
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING	
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)	
8/3/2023	8/3/2023	One Time	Revisit collaborative planning components and expectations	PD Slides and activity.	During First day back information and PD. Principal Kinsley	
8/8/2023	8/8/2023	One Time	Meet with SLT Pre-Week to train on new overall plan of Differentiation and breakdown of scheduled roll-out	SLT Agenda	Agenda Notes - Principal Kinsley - 1 - 3 PM	
8/9/2023	8/9/2023	One Time	PD on meaning and basics of differentiation including monitoring, assessing and engagement	PD Slides and activity.	Admin Team - 8 - 11 AM - Szpaichler and Brown Powerpoint, Kinsley Rationale, Cummings Activity	
8/16/2023	10/11/2023	Weekly	Faculty, Teaming, PD, Department Meetings	Agendas, PowerPoints, Materials, PD	SLT Weekly - Principal Kinsley	

8/16/2023	10/11/2023	Weekly	Structured walkthroughs with walkthrough tool will be used to Monitor teachers use of Monitoring and Differentiation strategies	Walkthrough tool materials and upload to PowerBI	Each Admin will be responsible for tracking the use of Monitoring and Differentiation strategies in their respective subjects: Brown - Civics, Cummings - ELA and Reading, Szpaichler Math and Science. Kinsley - ESE Components
8/16/2023	10/11/2023	Weekly	Collaborative Planning discussions based around the Walkthrough Data of The teachers use of Monitoring and Differentiation strategies	Walkthrough tool data, Collaborative planning agendas, PD materials	Working with the Instructional coaches, Admin will discuss and show the trends of the teachers use of Monitoring and Differentiation strategies: Brown - Civics, Cummings - ELA and Reading, Szpaichler Math and Science. Kinsley - ESE Components
8/16/2023	10/11/2023	Weekly	Admin and Coaches Meeting to analyze and see trends of walkthrough data that show effective or ineffective use of Monitoring and Differentiation strategies	Walkthrough tool data, Assessment data	In weekly meetings, SLT will go through and analyze their data and report to the group. Brown - Civics, Cummings - ELA and Reading, Szpaichler Math and Science. Kinsley - ESE Components

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Parent Survey results for communication came back as only 65% of parents felt that the school communicated effectively with them and the community on events and academics. Staff Survey results for communication came back as only 60% of staff felt that the school communicated effectively with them on events and academics.				Communications
<b>THEORY OF ACTION:</b> Through using a plethora of communication avenues such as School Messneger, Social Media, Focus Announcements, PBIS Rewards, Remind App, Personalized emails, phone calls, text messages, post cards and through networking with our PTSA and our other Community partners, Oslo Middle will see a significant increase in the overall satisfaction of parents and staff in					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> Oslo Middle will see a significant increase in the overall satisfaction of parents and staff in how they are communicated with, seeing increases of 15% to 20% in survey results relating to communication					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/31/2023	7/31/2023	One Time	Increase in amount of sessions of Wildcat Camp to allow for more participation of students and Parents. Information on communication avenues and PTSA memberships and benefits provided at Wildcat Camp	Overall participation in Wildcat Camp by students and parents will rise by 50%. Parent Membership will rise to over 100 parent members showing OMS Faculty and staff the parental community commitment.	Craig Kinsley, Principal and Anitra Cumming AP, will speak and showcase PTSA with parents/guardians at Wildcat Camp. Mr. Kinsley will monitor membership of parents with PTSA President and hold a Q & A Session in each of the 3 camp sessions.
8/3/2023	8/3/2023	One Time	Information provided of services and events that PTSA put on for the faculty and staff	General survey of faculty and staff on effect of PTSA Presence from last year showing postivity towards PTSA	Craig Kinsley, Principal will monitor results of survey



8/3/2023	10/12/2023	Weekly	Faculty and staff training on Oslo Middle's Communication plan and efforts towards the parents and communities to include School Messenger, Social Media, Focus Announcements, PBIS Rewards, Remind App, Personalized emails, phone calls, text messages, post cards	Overall understanding by faculty and staff of communication expectations for Parents and Community	Each Administrator will monitor their respective evaluation cohorts documentation of communication efforts and discuss at weekly Admin Meeting. Brown - Social Studies, Electives and Athletics, Cummings - ELA and Reading, Szpaichler Math and Science. Kinsley - ESE, guidance, Admin and Deans
8/3/2023	8/9/2023	Weekly	Promotion of Faculty and staff joining PTSA with daily reminders and shoutouts of joining	Large influx of Faculty and staff joining PTSA	Craig Kinsley, Principal will monitor Faculty and staff joining PTSA with PTSA President
8/28/2023	10/12/2023	Bi-Weekly	Reminders in Blue news to faculty and staff of upcoming PTSA Events and Meetings	Uptick in participation in these events and meetings by faculty and staff	Craig Kinsley, Principal will monitor Faculty and staff participation in PTSA meetings and events with PTSA President
8/3/2023	10/12/2023	Weekly	School Messenger Calls and Focus announcements about events and happenings at Oslo Middle	General knowledge of Oslo events by parents and community	Craig Kinsley, Principal will Record and schedule the school messenger calls for every Sunday and Follow up all information with posting as FOCUS Announcements
8/3/2023	10/12/2023	Weekly	3 Social Media Posts highlighting many different facets of Oslo. From events, to highlights to shining stars of students and faculty.	Through Social Media, Parents and Community will see an abundance of Oslo BLUE happenings, excitement and achievements	Craig Kinsley, Principal and Anitra Cumming AP, will be managing the social media accounts.

8/7/2023	8/7/2023	One Time	Oslo Middle School Orientation will be held from 3 - 6 PM. Students and parents will receive their schedule, meet their teachers, tour the campus have Q & A with Administrators and have access to many contributing community organizations	Large turnout of students and parents.	Craig Kinsley, Principal will ensure all details of the event are attended to and Anitra Cumming AP, will be managing the social media accounts and promoting.
9/13/2023	9/13/2023	One Time	Oslo Middle School Open House will be held from 3 - 6 PM. Students and parents will walk their schedule, Spend time in each of their teachers classes learning class and subject expectations, and have access to many contributing community organizations	Large turnout of students and parents.	Craig Kinsley, Principal will ensure all details of the event are attended to and Anitra Cumming AP, will be managing the social media accounts and promoting.
8/10/2023	9/10/2023	Weekly	Teachers will send home positive postcards to at least 3 students per week to share positive academic outcomes that are happening in their classes.	Targeted Parents will receive positive information from teachers on a weekly basis	Each Administrator will monitor their respective evaluation cohorts documentation of this postcard initiative and discuss at weekly Admin Meeting. Brown - Social Studies, Electives and Athletics, Cummings - ELA and Reading, Szpaichler Math and Science. Kinsley - ESE, guidance, Admin and Deans

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Student climate survey scores reflect 40% of student lack of sense of belonging and support at Oslo Middle School. Staff climate survey scores reflect a 50% of staff sense of behavior issues and disrespect at Oslo Middle School.				Connections, Teaming
<b>THEORY OF ACTION:</b> Through the implementation of Teaming in Middle School, we create a “schools within a school” model and therefore create a “smaller” school environment. This smaller school environment supports students’ feelings of belonging and connections and teachers’					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> With these “schools within a school” and “smaller” school environment students’ feelings of belonging and connections and teachers will grow and, in turn foster a more caring, respectful and successful environment for all. This will show a significant increase on Student attendance and discipline because of student sense of belonging and support at Oslo Middle					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	8/3/2023	One Time	Final Review of master schedule that supports the teaming approach	Master Schedule will reflect 2 sets of teams of teacher with same students solely on each team	Craig Kinsley, Principal will review Master Schedule
8/3/2023	8/3/2023	One Time	Principals and school leadership teams will facilitate a professional learning session of the Teaming Approach	Professional learning session built introducing the Teaming Approach.	Craig Kinsley, Principal will create and present initial PD
8/3/2023	8/3/2023	One Time	Teams “get to know” each other, Teams create norms, Teams create Team Mascots/Names	Teams will submit meeting notes to Grade Admin and Principal	Each Administrator will receive from their respective Grade Level Teams documentation of meeting notes discussing Teams “get to know” each other, Teams create norms, Teams create Team Mascots/Name - Admin will collect these from the team leaders and monitor that each team is following the guidelines given. Cummings - 6th Grade Brown - 7th Grade, Szpaichler - 8th Grade Kinsley - Overall
8/9/2023	8/9/2023	One Time	Principals and school leadership teams will facilitate a professional learning session of the Teaming Approach	Professional Sharing and Pride moments for Teams to Showcase their Grade Level Teams Pride	Anitra Cummings, AP will Facilitate this Professional Sharing

8/3/2023	10/12/2023	Monthly	Principals and school leadership teams will facilitate a professional learning session of the Teaming Approach	Professional learning sessions built in through collaborative PD of the Teaming Approach.	Craig Kinsley, Principal and AP's Cummings Brown and Szaichler will create and present Professional Learning for Responsibilities of the teams - 1. Respond to needs and data. 2. Integrate curriculum and skills. 3. Share appropriate teaching/learning strategies. 4. Maximize available time creatively 5. Team incentives & challenges (attendance, discipline, iReady)
8/3/2023	10/12/2023	Monthly	Teams will show evidence of doing the 5 Responsibilities of the teams	Teams will submit meeting notes to Grade Admin and Principal and discussions will take place at Monthly Team Meetings	Each Administrator will receive from their respective Grade Level teams documentation of meeting notes and will attend team meetings - Cummings - 6th Grade Brown - 7th Grade, Szaichler - 8th Grade Kinsley - Overall

**Pelican Island  
Elementary School  
School Improvement and Title I Schoolwide  
Program Plan  
Continuous Improvement Systematized**



**Office of Curriculum and Instruction  
2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number Pelican Island

Principal: Jennifer Justice

Assistant Principal(s): Ataaba Patterson

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary Grades K-5</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	55%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	44%	
	Economically Disadvantaged Students	46%	
	English Language Learners	N/A	
	Hispanic Students	52%	
	Multiracial Students	N/A	
	Students with Disabilities	29%	
	White Students	51%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>			
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>C</b>	<b>50%</b>

	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	C	48%
<b>Pending School Board Approval</b>	September 25, 2023		

## 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 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.



- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the “Preliminary School Grades” (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups’ expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Through data analysis, the ESSA subgroup below 41% is students with Disabilities (SWD). We will use differentiation, formative assessments, and collaboratively planned instruction with ESE and General education staff, to address the disproportionate learning gap.

Pelican Island Elementary Schl		School	ESE	ELL	GIFTED	ED	HOMELESS						
		PIES	All	All	All	All	All						
<b>Ct of Students in District</b>	<b>ESE</b>	<b>ELL</b>		<b>ED</b>		<b>Gifted</b>		<b>Homeless</b>					
<b>345</b>	N 248 Ct. of Students 71.88% % of Students	N 329 Ct. of Students 95.36% % of Students	N 144 Ct. of Students 41.74% % of Students	N 336 Ct. of Students 97.39% % of Students	No 340 Ct. of Students 98.55% % of Students								
<b>Student Ct. at Schl</b>	<b>Y</b>	<b>Y</b>		<b>Y</b>		<b>Y</b>		<b>Yes</b>					
<b>345</b>	97 Ct. of Students 28.12% % of Students	16 Ct. of Students 4.64% % of Students	201 Ct. of Students 58.26% % of Students	9 Ct. of Students 2.61% % of Students	5 Ct. of Students 1.45% % of Students								
<b>ESE Ct.</b>	<b>Race/Ethnicity</b>		<b>Ct. of Retentions by Grade</b>				<b>Ct. of Retentions by Race</b>						
<b>97</b>	Race/Ethn.	Ct. of Students	% of Students	Grade	Ct. of Retentions	% of Retentions	Race/Eth	Ct. of Retentions	% of Retentions				
<b>ELL Ct.</b>	White	192	30%	01	8	17.8%	B	9	20.0%				
<b>16</b>	Black or African American	67	19%	02	7	15.6%	H	6	13.3%				
<b>Gifted Ct.</b>	Hispanic	56	16%	03	9	20.0%	O	1	2.2%				
<b>9</b>	Other	24	7%	04	10	22.2%	W	29	64.4%				
<b>ED Ct.</b>	Asian	3	1%	05	11	24.4%							
<b>201</b>	Not Reported	2	1%										
<b>Homeless Ct.</b>	Native Hawaiian or Other Pacific Islander	1	0%										
<b>5</b>	<b>Race/Ethnicity by Grade</b>												
	Race	Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Not Reported		Other	
	Grade	Ct. Students	% of Students	Ct. Students	% of Students	Ct. Students	% of Students	Ct. Students	% of Students	Ct. Students	% of Students	Ct. Students	% of Students
	PK			9	3%	11	3%					1	0%
	KG	1	0%	7	2%	5	1%	1	0%	1	0%	6	2%
	01	1	0%	11	3%	6	2%					4	1%
	02			12	3%	9	3%			1	0%	7	2%
	03	1	0%	15	4%	13	4%					1	0%

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

## **DataCom**

**October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy
<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	<p>FAST Math Overall proficiency rate for 3rd- 5th grade was 52% and for ELA I-Ready data showed 50% of 3rd-5th graders were proficient. Further analysis revealed more students scored a level 1 in FAST Math than in FAST ELA.</p> <p><b>Proficiency FAST Reading: 3rd 60%, 4th grade 49%, 5th grade 64%, Overall 58%</b></p> <p><b>Proficiency FAST Math: 3rd grade 69%, 4th grade 44%, 5th grade 41%, Overall 52%</b></p> <p><b>Proficiency i-Ready Reading: 3rd grade 86.4%, 4th grade 51.2%, 5th grade 55.6%; Overall 64.6%</b></p> <p><b>Proficiency i-Ready Math: 3rd grade 50%, 4th grade 56.1%, 5th grade 44.4%, Overall 50%</b></p> <p><b>Science Proficiency: 60%</b></p>				<p>Monitoring and Engagement- Strategies Implemented into plans during grade level teams collaborative planning.</p>
<p>List ESSA SUBGROUP that fell below 41%.  Include an implementation step below to support the ESSA subgroup identified.</p>		<p>ESE Subgroup- 29%</p>			
<p><b>THEORY OF ACTION:</b> If we successfully implement the High Yield Strategies of Monitoring and Engagement using data-driven Instruction by ensuring teachers use relevant, recent, and aligned data to adjust their instruction, plans, and instructional delivery to meet the needs of each student, then ALL students will achieve.</p>					
<p><b>DESIRED ACADEMIC OUTCOMES:</b> Student proficiency in FAST Mathematics will increase from 52% to 65% in grades 3-5 by PM3. Student proficiency will increase in ELA from 58% to 70%. Student proficiency will increase from 60% to 65% in Science.</p>					
IMPLEMENTATION PLAN for ACADEMICS					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	Weekly	School Leadership Team Meetings	100% of SLT members will attend weekly meetings and be prepared with required materials and meeting agenda.	Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal)  Meeting agendas, and sign in sheets
8/1/2023	10/12/2023	Weekly	Collaborative Planning	<p>100% of grade levels will produce lesson plans during collaborative planning and include standards-based instruction, monitoring, differentiated instruction, formative assessment(s), and how a high yield strategy will be implemented during lessons.</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>Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach)</p> <p>Lesson Plan Submissions – Administration and Coaches</p>

8/1/2023	10/12/2023	Monthly	Grade Level Data Chats	<p>100% of teachers will monitor academic progress, especially with our ESE subgroup to ensure that all are finding success. District support through data coach. Data chat worksheet</p>	<p>Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Jody Houston (Data Coach) Data chat worksheet will be used, and sign-in sheets for these meetings to monitor</p>
8/1/2023	10/12/2023	Weekly	Classroom Walkthroughs	<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>Classroom walkthrough tool.</p>	<p>Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal) Classroom walkthrough tool will be used during these sweeps to document</p>
8/1/2023	10/12/2023	Weekly	Explicit Support Facilitation	<p>4/4 support facilitation / ESE teachers will be intentionally scheduled.</p> <p>4/4 support facilitation / ESE teachers will develop lesson plans during collaborative planning.</p> <p>4/4 support facilitation / ESE teachers will implement lesson plans with fidelity. Lesson Plans</p>	<p>Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Meeting agendas, and sign in sheets will be used</p>
8/1/2023	10/12/2023	Monthly	STEAM Integration	<p>Community partners (1) will visit 2+ times.</p> <p>Grade levels will participate in 1 STEAM unit.</p> <p>Unit lesson plans and artifacts.</p>	<p>Michele Watson (Media Specialist), and Donna Lacey (Media Assistant) Lesson Plan Submissions – Administration and Coaches</p>
8/1/2023	10/12/2023	Weekly	Building Thinking Classrooms Integration	<p>100% of math teachers will include Building Thinking Classroom questions in lesson plans developed during collaborative planning.</p> <p>100% of 3rd-5th grade math teachers will implement Building Thinking Classroom strategies with fidelity. Lesson plans and Classroom walkthrough tool.</p>	<p>Jennifer Justice (Principal) Ataaba Patterson (Assistant Principal) Lauren Gunther (Math Instructional Coach) Lesson Plan Submissions – Administration and Coaches</p>

8/1/2023	10/12/2023	Monthly	Professional Development on Engagement and monitoring Strategies	Monthly PD will be held with all grade levels to increase knowledge and capacity with student monitoring and engagement strategies. Sign in sheets	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Sign-in sheets collected for PD verification
8/9/2023	8/9/2023	One Time	Back-To-School PD with data and high-yield strategies from our SIP	70% of teachers will be evident in their monitoring strategies as seen on the walkthrough data collection tool	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Agenda and sign-in sheet from trainings will be used

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	There were no family engagement nights scheduled in Quarter 1 (2022-2023) We will increase this to 2 this year, within the first quarter.				Communication
<b>THEORY OF ACTION:</b> If we successfully implement family engagement nights, using relevant, recent, and family-friendly activities, our families will be better equipped to work with their students and home, and ALL students will achieve.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> At least two (2) family and community engagement events will be held in quarter 1.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	9/14/2023	One Time	Open House	PD Information / Videos in Pelican Press about Family Engagement  Display of STEAM Artifacts  Visitation to STEAM Booths	Jennifer Justice (Principal), and Ataaba Patterson (Assistant Principal) Return of STEAM Project Completed After Event, and sign in sheets will be used to monitor
8/1/2023	10/12/2023	Weekly	Family Calls via School Messenger	Families will receive needed information for the week ahead, along with any other important reminders and messages	Jennifer Justice (Principal), and Ataaba Patterson (Assistant Principal) Transcripts of all calls are available to monitor and email of completion from School Messenger
8/1/2023	10/12/2023	Weekly	Updated school marquee	Families and community will see current school messages	Charlotte Jobe (Admin Assistant) Dates are assigned for the weekly update, monitored for completion
8/1/2023	10/12/2023	Weekly	Pelican Press Smore to staff	Sent Fridy by noon, will include tips on high yield strategies and any pertinent information to your staff	Jennifer Justice (Principal), and Ataaba Patterson (Assistant Principal)



8/1/2023	10/12/2023	Weekly	Pelican Island Facebook Page	Families and community will see current school messages	Jennifer Justice (Principal), and Ataaba Patterson (Assistant Principal) , Donna Watson (interventionist) Weekly posts are monitored for minimum of 3 per week
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Pelican Island Science proficiency increased from 37-60 percent during the 2022-23 school year. This portion of the state assessment can be impacted within our school theme, Environmental Science. Work was done with science camps, science brain-bowl competition, and question sessions during lunch blocks. We would like to continue these events, and add community stakeholders.				Theme: Environmental Science
<b>THEORY OF ACTION:</b> If we involve community stakeholders with a focus on environmental science, then our students will deepen their understanding of their impact on Earth, and environment they live in.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> Increase community and stakeholder involvement at Pelican Island Elementary, around our school theme of Environmental Science					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	One Time	Audubon Society will meet with 5th grade regarding the advocate extended learning program	Dates will be determined with the team, for these Extended Learning Opportunities. Permission slips will be distributed, and students identified.	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach), 5th grade science teacher List of students and data of students in this ELO will be kept
8/1/2023	10/12/2023	Weekly	Lunch Science Trivia	Student scores on science assessments in the classroom will continue to grow, with the goal set of 70% or greater. The science trivia questions will be in the areas that have been taught, or are review from previous grade level standards.	Jennifer Justice (Principal), Ataaba Patterson (Assistant Principal), Jena Rowe (ELA Instructional Coach), Lauren Gunther (Math Instructional Coach) Rotating Schedule will be created and followed for who is doing the trivia, on which day

8/1/2023	10/12/2023	One Time	Environmental Science Projects	Each grade level will complete one project, around the theme of Environmental Science each marking period.	Classroom Teachers, Special Area Teachers, Instructional Coaches Lesson plans will be collected and reviewed by Admin and Coaches
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# Rosewood Magnet School

## School Improvement Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

**Rosewood Magnet School**

**Principal, Adam Faust**

**Assistant Principal, Jennifer Lomascolo**

**Literacy Coach, Julie Carroll**

**Teacher, Jessica Napier**

**Resource Specialist, Laurie Hoover**

**ESE Teacher, Stephanie Topp**

**Teacher, Kendall Hrusovsky**

**ESE Teacher, Brittany Boccia**

**School Counselor, Kristine Clarke**

**Student Coach, Latasha Lutman**

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary K-5</b>	
<b>Title 1 School (Yes/No)</b>	No	
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	45%	
<b>ESSA Subgroups Represented</b>	Black/African American Students	49%

<b>(10 or more students)</b> <a href="http://edudata.fl DOE.org">edudata.fl DOE.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Economically Disadvantaged Students		53%
	English Language Learners		0%
	Hispanic Students		79%
	Multiracial Students		0%
	Students with Disabilities		37%
	White Students		66%
<b>ESSA Status</b> (TSI, CSI, or ATSI)	TSI - SWD		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	A	63%
	2021 – 2022	A	64%
	2020 – 2021	N/A	N/A
	2019 – 2020	N/A	N/A
	2018 - 2019	A	69%
<b>Pending School Board Approval</b>	September 25, 2023		

### 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 School is to collaboratively plan, problem solve, and achieve shared goals by providing support, guidance, and opportunities for learning to all stakeholders.

### School Vision Statement

We will continue the positive momentum of academic success with a focus on accountability among all stakeholders.

### 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school’s new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.



## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

ELA data reveals overall growth of 1% from 74% to 75%. While grade 3 demonstrated growth of 5% (from 76%-81%), grade 4 and grade 5 showed no improvement and remained at 72% (grade 4) and 73% (grade 5). The most significant decrease in scores was observed in grade 4 ESE and grade 5 ESE. Grade 4 ESE declined 16%, moving from 29% to 13% proficiency. Grade 5 ESE declined 28% from 42% to 14% proficiency. While overall iReady scores demonstrated growth for ESE students in grades 3-5, FAST for those same students were not comparable.

Math data reveals overall growth of 1% from 76% to 77%. While grade 3 demonstrated growth of 8% (from 77%-83%), grade 4 and grade 5 showed a decline. Grade 4 dropped 4% from 77% to 73%. Grade 5 dropped 2% from 75% to 73%. The most significant decrease in scores was observed in the ESE subgroup. Grade 3 ESE declined 6%, moving from 51% to 45% proficiency. Grade 4 ESE declined 41%, moving from 41% to 0% proficiency. Grade 5 ESE declined 39% from 39% to 0% proficiency. iReady scores showed similar trends as FAST data.

Science data reveals overall growth from 65% to 72% proficiency for fifth graders. ESE proficiency in science declined from 29% to 14%.

Identified root causes include new teachers to grade levels/subject areas, student grouping, and need for differentiated and small group instruction/support facilitation best practices for incorporation with required curricular materials.

School climate survey data indicates room for improvement in communication related to student progress and school events/activities as parents rated these areas 4.19 and 4.30 respectively, on a 5-point scale.

Student data from the school climate survey indicates a score of 3.79 on a 5-point scale for lessons holding students' attention. Data also shows that student-to-student relationships and student-to-staff relationships present an opportunity for growth. Respect among students and behaviors in the classroom, hallways, and cafeteria ranged from 2.34-3.23 on a 5-point scale as rated by students and staff. A staff rating of 2.75 was noted in the area of Code of Conduct adherence. A student rating of 3.02 was noted for all students being disciplined fairly. Student ratings for overall satisfaction fell at 3.09.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

## **DataCom**

**October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.



# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	<p>ELA data reveals overall growth of 1% from 74% to 75%. While grade 3 demonstrated growth of 5% (from 76%-81%), grade 4 and grade 5 showed no improvement and remained at 72% (grade 4) and 73% (grade 5). The most significant decrease in scores was observed in grade 4 ESE and grade 5 ESE. Grade 4 ESE declined 16%, moving from 29% to 13% proficiency. Grade 5 ESE declined 28% from 42% to 14% proficiency. While overall iReady scores demonstrated growth for ESE students in grades 3-5, FAST for those same students were not comparable.</p> <p>Math data reveals overall growth of 1% from 76% to 77%. While grade 3 demonstrated growth of 8% (from 77%-83%), grade 4 and grade 5 showed a decline. Grade 4 dropped 4% from 77% to 73%. Grade 5 dropped 2% from 75% to 73%. The most significant decrease in scores was observed in the ESE subgroup. Grade 3 ESE declined 6%, moving from 51% to 45% proficiency. Grade 4 ESE declined 41%, moving from 41% to 0% proficiency. Grade 5 ESE declined 39% from 39% to 0% proficiency. iReady scores showed similar trends as FAST data.</p> <p>Science data reveals overall growth from 65% to 72% proficiency for fifth graders. ESE proficiency in science declined from 29% to 14%. ELA data reveals overall growth of 1% from 74% to 75%. While grade 3 demonstrated growth of 5% (from 76%-81%), grade 4 and grade 5 showed no improvement and remained at 72% (grade 4) and 73% (grade 5). The most significant decrease in scores was observed in grade 4 ESE and grade 5 ESE. Grade 4 ESE declined 16%, moving from 29% to 13% proficiency. Grade 5 ESE declined 28% from 42% to 14% proficiency. While overall iReady scores demonstrated growth for ESE students in grades 3-5, FAST for those same students were not comparable.</p> <p>Math data reveals overall growth of 1% from 76% to 77%. While grade 3 demonstrated growth of 8% (from 77%-83%), grade 4 and grade 5 showed a decline. Grade 4 dropped 4% from 77% to 73%. Grade 5 dropped 2% from 75% to 73%. The most significant decrease in scores was observed in the ESE subgroup. Grade 3 ESE declined 6%, moving from 51% to 45% proficiency. Grade 4 ESE declined 41%, moving from 41% to 0% proficiency. Grade 5 ESE declined 39% from 39% to 0% proficiency.</p>				Engagement Monitoring
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>	Students with Disabilities (ESE) - 37% Data Binders/Collaborative Planning/Data Chats				
<b>THEORY OF ACTION:</b> If engagement strategies and monitoring are the focus in collaborative planning, professional development and classroom walkthroughs, then student achievement scores will increase.					
<b>DESIRED ACADEMIC OUTCOMES:</b> Student achievement scores will increase proficiency 5% across all subject areas (ELA, Math, and Science).					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
<b>START DATE</b>	<b>END DATE</b>	<b>FREQUENCY</b>	<b>ACTION ITEM</b>	<b>EXPECTED EVIDENCE</b>	<b>MONITORING</b>
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)

8/3/2023	8/9/2023	8/3/2023 8/9/2023	Pre-Planning Professional Development/SIP Review/Goal Setting	Agenda, attendance, Powerpoint presentations	Leadership team (Faust, Lomascolo, Carrol, Clarke, Hrusovsky, Napier, Hoover, Topp, Boccia) - post-reflection meeting to review kickoff outcomes and determine future needs.
8/7/2023	10/12/2023	Weekly	Leadership Team Meeting	Weekly Agenda w/focus on Academics, Behavior, Curriculum w/engagement and monitoring strategies, and walkthroughs	Admin (Faust, Lomascolo) - Weekly meeting attendance, minutes and follow up with action steps.
8/3/2023	10/12/2023	Bi-Weekly	Grade Chair Meeting	Bi-Weekly Agenda w/focus on Academics, Behavior, Curriculum w/engagement and monitoring strategies, and walkthroughs	Admin - Weekly meeting attendance, minutes and follow up with action steps.
8/3/2023	10/12/2023	Weekly	Collaborative Planning	Agenda with engagement and monitoring strategies added	Admin, Coach & Teachers - Weekly meeting attendance, minutes and follow up with action steps.
8/3/2023	10/12/2023	Monthly	Collaborative Planning w/district level Math & Science support	Agenda with engagement and monitoring strategies added	Admin, Coach & Teachers - meeting attendance, minutes and follow up with action steps.
8/3/2023	10/12/2023	Monthly	Faculty Meeting	Monthly Agenda	Admin - Meeting attendance, minutes and follow up with action steps.
8/21/2023	10/12/2023	Weekly	Walkthroughs	Walkthrough Tool	Admin and coach will review walkthrough data.
8/3/2023	10/12/2023	Monthly	Meetings (Faculty, Data, PBIS, PD)	Meeting Agenda Template	Admin - Meeting attendance, minutes and follow up with action steps.
8/3/2023	10/12/2023	Weekly	Student-driven (Grades 3-5) and Teacher-led (Grades K-2) data notebooks and conferences. Teachers will meet with students to set goals, reflect, and support their progress following administration of FAST and iReady.	Individual Student Data Binders and Conferences	Coach and Resource Specialist will review folders to check for data and trends.
9/11/2023	9/11/2023	One Time	Leadership Data Chat	Agenda, attendance	Admin - Outlook invitation and attendance, follow up with action steps.

9/12/2023	9/15/2023	One Time	Data Chat w/Teachers	Agenda, attendance	Admin - Outlook invitation and attendance, follow up with action steps.
9/6/2023	9/7/2023	One Time	Engagement/Monitoring PD Part 1 w/district support	Agenda, attendance, presentation, implementation of strategies	Admin and Coach, District PD Coordinator- Outlook invitation, attendance, classroom walkthrough data
10/4/2023	10/5/2023	One Time	Engagement/Monitoring PD Part 2 w/district support	Agenda, attendance, presentation, implementation of strategies	Admin and Coach, District PD Coordinator- Outlook invitation, attendance, classroom walkthrough data
8/10/2023	10/12/2023	Bi-Weekly	IEP Goal setting and progress monitoring conferences	Progress monitoring data sheets; IEP progress summaries; student conference notes	Admin, Instructional Coach & ESE teachers - Monthly data review

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	School climate survey indicates room for improvement in communication related to student progress and school events/activities as parents rated these area 4.19 and 4.30 respectively, on a 5-point scale.				Communication
<b>THEORY OF ACTION: If we streamline and have consistent communication, then our families will stay engaged and become a true partner in the education of their child.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> Parent communication ratings related to student progress and school events/activities will increase a minimum of 0.25 as measured by the climate survey.					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/16/2023	Weekly	Communication regarding Family Engagement Opportunities. This will include All Pro Dads, Student of the Month, Honor Roll, SAC Meetings, PTA Events, FAST Night, etc.	Parents will receive communication from teacher using PBIS, agendas, and Thursday folders. 100% of parents will be registered with the PBIS Rewards Family app.	Administration/SAC Team/PTA/Teachers - Track PBIS registration and outgoing messages using PBIS Rewards platform.
8/1/2023	10/16/2023	Weekly	Principal will conduct a weekly call to inform parents about upcoming events. Information from the call will also be put into a PDF document to be shared via PBIS.	Parents/Staff will receive phone calls.	Principal - Monitored through PBIS documents
8/1/2023	10/16/2023	Weekly	School will utilize Social Media (Facebook, Twitter) to communicate happenings, updates, and student events.	Social Media Posts	Leadership Team/Grade Chairs - monitoring via SDIRC Media Stars
8/1/2023	10/16/2023	Weekly	Admin will update teachers/staff with a weekly newsletter, the "Panther Press".	E-mailed newsletter to all staff	Admin - Sent emails

9/14/2023	9/14/2023	One Time	Attendance policy will be communicated to parents/teachers/staff.	Attendance policy will be communicated to teachers in agenda for pre-panning days. Teachers will discuss attendance policy with parents at open house.	Teachers, Administration - agenda, attendance, and presentations from pre-planning and open house
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS SCHOOL THEME CORE KNOWLEDGE</b>	Student data from the climate survey indicates a score of 3.79 on a 5-point scale for lessons holding students' attention. Data also shows that student-to-student relationships and student-to-staff relationships presents an opportunity for growth. Respect among students and behaviors in the classroom, hallways, and cafeteria ranged from 2.34-3.23 on a 5-point scale as rated by students and staff. A staff rating of 2.75 was noted in the area of Code of Conduct adherence. A student rating of 3.02 was noted for all students being disciplined fairly. Student ratings for overall satisfactions fell at 3.09.				Communication Collaboration
<b>THEORY OF ACTION:</b> If every grade level builds upon the Core Knowledge curriculum by incorporating a SCORE (STEAM + Core) Knowledge Day into their lessons each quarter, builds student-to-student, staff-to-staff, and student-to-staff relationships by communicating established norms and expectations (respectful, responsible, and ready to learn) to all stakeholders so they feel welcomed and respected, then we will maintain strong attendance rates and reduce office discipline referrals.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> RMS will maintain an average daily attendance rate of 95% or higher and office discipline referrals will decrease from 37 to 25 or less.					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	10/12/2023	Bi-Weekly	Pre-service and ongoing meetings reviewing data connecting to discipline.	Meeting agendas, attendance, and Power BI data	Administration (Faust, Lomascolo), Leadership Team (Hoover, Clarke, Carroll, Hrshovsky, Bradshaw, Topp, Boccia, Lutman, Napier), and Teachers
8/3/2023	10/12/2023	Weekly	Establishing norms and non-negotiables by staff protocol	Power BI Monday briefing dashboard to determine trends in discipline and attendance.	Administration & Leadership Team -Ongoing data review twice monthly during leadership/grade
8/3/2023	10/12/2023	Monthly	PBIS review and reminders of school-wide expectations during preservice	PBIS Report data review bi-weekly to see progress with rewards and goals.	Administration & Leadership Team - Ongoing data review twice monthly during leadership/grade chair meetings.
8/3/2023	10/12/2023	One Time Quarterly	Grade Level SCORE Day	Collaborative planning minutes, Outlook calendar, Tangible activities/take-home items	Administration, Leadership team, Grade Chairs - Walkthrough data
8/3/2023	10/12/2023	Weekly	Grade Level Collaborative Planning to include SCORE Day plans to reflect lived learning traditions	Collaborative planning template/minutes, Outlook calendar, Tangible activities/take-home items	Administration, Leadership team, Grade Chairs - Walkthrough data

8/3/2023	10/12/2023	One Time	4th Grade Play connected to Core Knowledge - Medieval (Grade levels vary per quarter)	Collaborative planning template/minutes, Outlook calendar, Play rehearsals, Play performance	Administration, Leadership team, Grade Chairs including Cultural Arts - Walkthrough data
9/14/2023	9/14/2023	One Time	PBIS Rewards Training	100% of families are connected to the PBIS platform.	Leadership Team, Digital Integration Specialist - Monthly during leadership meetings.
			Open House Connection		

# Sebastian Elementary School of the Arts

School Improvement and Title I Schoolwide  
Program Plan

Continuous Improvement Systematized



Office of Curriculum and Instruction  
2023-2024

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# School District of Indian River County



## School Information

Name of School and Number: Sebastian Elementary School of the Arts

Principal: Letitia Whitfield-Hart

Assistant Principal: Ashley Kohlstedt

## Demographics

<b>School Type and Grades Served</b>	<b>Title One</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	56.21%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	21%	
	Economically Disadvantaged Students	56.21%	
	English Language Learners	1.48%	
	Hispanic Students	17%	
	Multiracial Students	4%	
	Students with Disabilities	18.05%	
	White Students	57%	
<b>ESSA Status</b> (TSI, CSI, or ATSI)	ATSI		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>B</b>	<b>55%</b>

	2020 – 2021	<b>D</b>	<b>32%</b>
	2019 – 2020		
	2018 - 2019	<b>C</b>	<b>53%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

## 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 they leave our schools as independent, cooperative, and responsible learners with a lifelong interest and ability in learning the arts.

## School Vision Statement

NEST: Nurturing and Educating Students for Tomorrow Through the Arts

Within a nurturing, safe environment, Sebastian Elementary School of the Arts staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and lifelong 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 Students for Tomorrow Through the Arts.

## Comprehensive Needs Assessment

- ✓ Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.  The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- ✓  The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- ✓  The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- ✓  The following two items have been identified: the most improved component and your school’s new action in this area.

- ✓  The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- ✓  You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13



# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis) Reading FAST Scores 3<sup>rd</sup>-5<sup>th</sup>

FAST by Grade			
Grade	Ct 3+	Ct Tested	Lvl 3+ % FAST
03	30	55	55%
04	28	47	60%
05	35	62	56%
<b>Total</b>	<b>93</b>	<b>164</b>	<b>57%</b>

FAST by Race/Eth			
Race/Eth	Ct 3+	Ct Tested	Lvl 3+ % FAST
A	0	3	0%
B	18	42	43%
H	12	25	48%
M	4	7	57%
W	59	87	68%
<b>Total</b>	<b>93</b>	<b>164</b>	<b>57%</b>

### Math FAST Scores 3<sup>rd</sup>-5<sup>th</sup>

FAST by Grade			
Grade	Ct 3+	Ct Tested	Lvl 3+ % FAST
03	43	55	78%
04	31	47	66%
05	39	62	63%
<b>Total</b>	<b>113</b>	<b>164</b>	<b>69%</b>

FAST by Race/Eth			
Race/Eth	Ct 3+	Ct Tested	Lvl 3+ % FAST
A	3	3	100%
B	25	42	60%
H	20	25	80%
M	3	7	43%
W	62	87	71%
<b>Total</b>	<b>113</b>	<b>164</b>	<b>69%</b>

### 2022 ESSA Subgroup Data

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.
SWD	30	67		31	45		33
BLK	33	65	40	33	47	47	39
HSP	50			40	58		
MUL				40			
WHT	47	63		63	58		57
FRL	35	69	73	44	56	58	41

## Finalize Action Steps & Stakeholder Engagement

**August 1 – October 12, 2023**

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

**School Leaders will:**

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.



# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	After analyzing schoolwide achievement data, the proficiency levels in both FAST & iReady reading and math were above district and state averages. This increase showed that scheduled Tier 2 and Tier 3 intervention groups were impactful. However, SES did not reach our goals with evident practices during school and district walkthroughs, which indicates the need to focus on high yield strategies to support effective Tier 1 instruction.				<b>Student Engagement Student Monitoring</b>
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		Based on the 2022 ESSA data, the Students With Disabilities, White, and Economically Disadvantaged subgroups all scored below the 41% threshold.			
<b>THEORY OF ACTION:</b> If Sebastian Elementary School of the Arts strengthens common collaborative planning structures that focus on student engagement and monitoring strategies, then student and teacher success will increase.					
<b>DESIRED ACADEMIC OUTCOME:</b> Phase 1 Goal: By October 11th, the percentage of fully evident practices in engagement and monitoring will reach the 50% target, based on walkthrough data. Year Long Goal: 1) Sebastian Elementary School of the Arts' school grade will increase from a "B" to an "A". 2) By the March Impact Walks, the percentage of fully evident differentiation practices will reach the 60% target, based on walkthrough data.					
<b>IMPLEMENTATION PLAN FOR ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/11/2023	Weekly	Coaches, General Education and ESE teachers, interventionists, and administration will work together to develop and execute a collaborative planning schedule for ELA, Math, and Science. Collaborative planning sessions will be calendared.	Monitoring and engagement plans will be documented in lesson plans, and their implementation will be observed during walk-throughs. Additionally, meeting notes will be diligently recorded to ensure effective collaboration and communication.	Administration (Mrs. Hart and Mrs. Kohlstedt) will participate in the scheduled, weekly collaborative meetings. Coaches (Ms. Durrant and Mrs. Bangert) will document meeting minutes for scheduled collaborative planning sessions. Administration will review minutes.
8/1/2023	10/11/2023	Weekly	Introduce the impact walk collection tool to instructional staff and ensure that teachers thoroughly comprehend its various components.	Monitoring tool is used during weekly walkthroughs to provide feedback to teachers with doable next steps. Coaching Cycles will be implemented on a necessary basis.	Administration and coaches will participate in scheduled weekly walkthroughs with specific "look fors" that correlate with the collaborative planning session.

8/1/2023`	10/11/2023	Weekly	Establish roles, norms, and expectations for planning sessions and ensure fidelity of these norms. Planning specifically for engagement strategies, formative assessment data chats, and monitoring tools will be an established norm.	Norms will be posted in coaches' rooms and lesson plans will be monitored for implementation of high yield strategies.	Administration will participate in scheduled collaborative planning meetings and check lesson plans.
8/1/2023	10/11/2023	Weekly	During coach facilitated meetings, with agenda in place, the focus will be on the following high yield strategies: Engagement and Monitoring Strategies	Plans will reflect high yield strategies that align with district curriculum map. Engagement strategies and student monitoring 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.
8/1/2023	10/1/2023	Weekly	General Education and ESE teachers will attend Professional Development on Power BI to guide instructional decisions, track student progress and deepen understanding of the ESSA subgroups.	Data informed differentiation will be discussed and implemented for ESSA subgroups .	Administration and coaches will meet weekly to monitor the progress of students in ESSA groups. The administration will conduct walkthroughs to observe the effectiveness of differentiation strategies during instructional sessions. Grade levels will engage in quarterly Tier 1/Tier 2 data discussions with administration and Jody Houston, utilizing Power BI data, to monitor student growth, including growth within the ESSA subgroups.

9/7/2023	9/14/2023	Monthly	Administration, coaches, interventionists, ESE teachers, and general education teachers will collaborate in a data analysis process, utilizing state assessment scores and iReady scores to identify appropriate interventions for students working below grade level, including those within the ESSA subgroups. An intervention schedule will be developed and implemented based on the findings.	A comprehensive schedule of interventions will be developed, which will include details such as the responsible person for each intervention, the intervention materials to be used, the progress monitoring tool employed, and a clear timeline for implementation. Meeting details will be meticulously documented in meeting minutes and spreadsheets.	Administration and resource specialist(Mrs. Shukri) will conduct weekly fidelity checks on intervention groups. Administrators, coaches, and interventionists will collaboratively analyze progress monitoring and student achievement data of ESSA subgroups to assess the effectiveness of interventions.
9/1/2023	10/11/2023	Weekly	50% of classrooms will show fully evident in engagement and monitoring strategies	Student achievement on district assessments and formative assessments will increase.	District and school led walk throughs will show an increase in engagement and monitoring strategies.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	As per the culture and climate data, parents identified a need for improvement in the area of communication, particularly expressing a desire for more detailed information regarding their students' courses.				Communication
<b>THEORY OF ACTION:</b> If Sebastian Elementary establishes robust communication structures, including consistent newsletters and frequent phone calls that aims to increase parent engagement, then a strong sense of partnership between parents and the school will be established.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> The expected result is a heightened level of family engagement that nurtures a strong partnership between parents and the school that will increase student performance and attendance.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Conduct a brief survey to evaluate the existing family/school communication channels, and afterward, instructional teams will analyze and discuss the findings.	Survey Results that includes survey questions and distribution methods. Completed Survey that matches with the number of participants. Charts and graphs summarizing responses.	Assistant Principal (Mrs. Kohlstedt) will oversee the process by planning and executing the survey and facilitating the data analysis discussion.
8/3/2023	8/3/2023	One Time	Share the communication-related data from the district "Culture and Climate Survey" with instructional staff.	Attendance Roster will be created and utilized to track participation.	Assistant Principal will share the data. Professional Development Representative (Mrs. Brickles) will manage the attendance roster.
8/3/2023	8/3/2023	One Time	The Sebastian Elementary team will develop a comprehensive plan to encourage parents to claim their FOCUS account and use the platform as a school-to-home communication tool.	A written outline of strategies, methods and timeline of plan. Records showing the number of parents who have claimed their FOCUS accounts after implementing the plan. Reports indicating an increase in FOCUS usage.	Principal (Mrs. Hart) and Assistant Principal will facilitate the development and execution of the plan. Principal and Assistant Principal will monitor FOCUS data.

8/8/2023	8/8/2023	One Time	Sebastian Elementary will organize a back-to-school orientation evening to facilitate students in meeting their teachers and encourage family engagement.	Event announcements made through phone calls, messenger and social media will inform parents of the event. Teachers will maintain sign in sheets to document who attended orientation.	Administration will oversee the planning and execution of the back-to-school orientation by reviewing event announcements and monitoring participation.
8/3/2023	10/12/2023	Bi-Weekly	Grade levels will collaboratively create newsletters to showcase academic updates and share important classroom information.	Copies of newsletters that are produced electronically and paper-based. Documentation of the newsletter distribution process.	Principal and Assistant Principal will review newsletters and document newsletter distribution.
8/3/2023	10/12/2023	Weekly	Teachers will conduct two positive phone calls weekly, one to parents of a male student and one to parents of a female student, to highlight and celebrate their achievements. The teachers will document these calls in FOCUS under "Student Documentation".	FOCUS documentation with notes outlining details of the phone call.	Assistant Principal will clearly communicate details and expectation of the action step. Principal and Assistant Principal will conduct periodic, informal discussions with teachers, students, and guardians regarding their positive communication experience. Principal and Assistant Principal will examine data from FOCUS to track the communication and documentation.
8/9/2023	10/12/2023	Weekly	The principal will conduct weekly phone calls to families, distribute monthly newsletters and regularly post on social media to keep parents informed about important dates, events, and successes worth celebrating.	Keeping records of phone calls, newsletters, social media posts, parent feedback, and social media analytics will provide families with ample opportunities to engage in regular communication and stay informed about important school updates and events.	The school leadership team will monitor communication channels weekly and make improvements when necessary.

9/14/2023	9/14/2023	One Time	Open House events are scheduled for September 14th at 5:00. Faculty and staff will communicate the school vision, goals, curriculum, and ways to support their child's education through engaging presentations, handouts and interactive opportunities.	The successful implementation of the Open House event will be evidenced through the Open House announcement, event agenda, sign-in sheets, photographs, and copies of handouts, presentations, and materials. These records will showcase the engagement and participation of parents and stakeholders in the event, reflecting its impact on the school community.	The school leadership team will take charge of overseeing the implementation of Open House by closely monitoring the planning process and communication mechanisms used for the event.
9/20/2023	9/20/2023	One Time	"Dads to School Day" is scheduled for September 20th at 8:30. This family engagement event invites fathers to join their students at school for breakfast and participate in reading and math activities designed to assist and support their child's education.	Sign in sheets, photographs, agendas, and follow-up communication will show the successful implementation of the "Dads to School Day" event, showcasing the involvement of fathers in their children's education and correlation between family engagement and student learning.	The school leadership team will take charge of overseeing the implementation of "Dads to School Day" by closely monitoring the planning process and communication mechanisms used for the event.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Using district walk-through data, Sebastian Elementary School of the Arts showed effective engagement strategies were evident 46.33 % of the 119 walk-throughs. Arts integration was infrequently observed during these walk-throughs. Integrating the arts has the potential to create a more dynamic and engaging learning environment at Sebastian Elementary School of the Arts. As students become more actively involved in their learning through creative and meaningful experiences, the percentage of walkthroughs demonstrating effective engagement strategies may increase.				School Theme: School of Arts Integration
<b>THEORY OF ACTION:</b> If Sebastian Elementary School of the Arts incorporates the arts into the school culture and climate in a purposeful and systematic manner, then a more vibrant and inclusive learning environment will be created. Integrating the arts not only enhances students' creativity and engagement but also fosters a sense of joy and appreciation for the arts throughout the entire school community.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> All teachers will be empowered to select subjects and units for integrating arts-related culminating activities aligned with state standards and district curriculum. This will lead to increased student engagement, which will have a lasting impact on student achievement and overall school success.					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/7/2023	9/8/2023	One Time	Grade levels will collaboratively identify and schedule one culminating activity that integrates visual and/or performing arts, aligning with our district curriculum and state standards. Teachers will also develop designated planning timelines and progress checkpoints to meet necessary deadlines and to ensure the process stays on task.	Meeting minutes of the collaborative discussions where teachers brainstormed, evaluated, and selected the culminating activity. This documentation would showcase the decision-making process and the rationale behind the chosen activity. The master school calendar will be updated to include the culminating activities, and a schoolwide spreadsheet will be used to document them.	Grade level chairs will oversee and facilitate the decision-making process while also maintaining documentation of meeting notes. Administration (Mrs. Hart and Mrs. Kohlstedt) will view the proposed culminating activities, provide feedback, and ensure that the integration of visual and/or performing arts aligns with the school's vision and goals.



10/2/2023	10/6/2023	One Time	The administration will schedule meetings with grade level chairs to discuss their needs during the planning process and to confirm dates and expectations for the culminating activity.	Meeting agendas, outlining the topics to be discussed, including the discussion of needs during the planning process and the confirmation of culminating activity dates. Meeting minutes recording the discussions, decisions made, and any action items assigned to the grade level chairs or administration.	Administration and grade level chairs will regularly review meeting agendas, minutes, and progress to ensure that planning process is proceeding smoothly and effectively. There will be regular and consistent communication between grade chairs and the administration throughout the planning process.
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# Sebastian River High School

## School Improvement Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Sebastian River High School 0291

Principal: Christopher Cummings

Assistant Principal(s): Robert Riskin, James Thimmer, Kevin Van Brimmer, Josephine Willems

## Demographics

<b>School Type and Grades Served</b>	<b>Public High</b>		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	55.8%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	14%	
	Economically Disadvantaged Students	55.8%	
	English Language Learners	2.5%	
	Hispanic Students	34%	
	Multiracial Students	<1%	
	Students with Disabilities	14.3%	
	White Students	48%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	ATSI		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	?	60%
	2021 – 2022	C	51%

	2020 – 2021	<b>C</b>	<b>48%</b>
	2019 – 2020	--	--
	2018 - 2019	<b>C</b>	<b>49%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

### Purpose

Purpose: The SDIRC SIP 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 is located approximately halfway down the east coast of Florida. Centrally located 75 miles south of the Kennedy Space Center and 135 miles north of Miami, our 543 square miles contain beautiful beaches, immaculate ocean and river front communities, and endless groves of renowned Indian River oranges and grapefruits. Our School provides the opportunity for students to graduate with an International Baccalaureate diploma, earn college credit through Advanced Placement (AP) courses, earn certificates in more than 8 Career and Technical Education (CTE) areas, and participate in a variety of clubs, sports, and fine arts programs, while working toward attaining a State of Florida-recognized high school diploma.

### Comprehensive Needs Assessment

Florida's School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

In both Algebra 1 and ELA, we have a significant drop in achievement for our 9<sup>th</sup> grade students from their 8<sup>th</sup> grade assessment performance. For ELA, 30% of students who came in at a level 3 from 8<sup>th</sup> grade dropped to below proficient on the FAST PM3. For Algebra 1, 66% of students who scored a level 3 in 2021-2022 FSA Math dropped to below proficient on the Algebra 1 EOC in May 2023. For US History, overall achievement increased by 1%. Six students were one point away from proficient. In Biology 1, overall achievement increased by 9%. Our ED students increased by 17%.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STIs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.



Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	In both Algebra 1 and ELA, we have a significant drop in achievement for our 9th grade students from their 8th grade assessment performance. For ELA, 30% of students who came in at a level 3 from 8th grade dropped to below proficient on the FAST PM3. For Algebra 1, 66% of students who scored a level 3 in 2021-2022 FSA Math dropped to below proficient on the Algebra 1 EOC in May 2023. For US History, overall achievement increased by 1%. Six students were one point away from proficient. In Biology 1, overall achievement increased by 9%. Our ED students increased by 17%.				Monitoring and Differentiation
<p>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</p> <p style="text-align: center;">ELL and ESE</p>					
<p><b>THEORY OF ACTION:</b> If teachers are trained in, and accurately use, monitoring strategies within their classrooms, then they will be able to differentiate their instruction for students, and students will see an increase in proficiency in all content areas. If administration observes that monitoring strategies are being included in collaborative planning of lessons and ensures they are implemented through fidelity walks, then we will see an increase in student achievement.</p>					
<p><b>DESIRED ACADEMIC OUTCOMES:</b> If we increase the use of monitoring techniques and differentiation, which will lead to improved classroom instruction, then students will continue to progress academically year over year. At the end of 2023-2024 academic year, percent proficient in all tested areas will increase by a minimum of 5%.</p>					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/26/2023	7/26/2023	One Time	During initial full school leadership team meeting, introduce expectations of the collaborative planning process and our focus on monitoring and differentiation for SY 2023-2024.	All members of the school leadership team can explain and model collaborative planning expectations as well as effective monitoring and differentiation strategies.	School Leadership team - Team members will create a mock collaborative planning session and deliver the planning session on August 7, 2023 a faculty meeting.
8/7/2023	8/7/2023	One Time	Staff will meet together in the PAC to introduce the SIP, review Collaborative Planning expectations, and conduct a mock collaborative meeting. Share out observations with faculty.	All members of the school leadership team will model what is expected during a collaborative planning session.	School Leadership team will demonstrate and we will have our faculty meeting sign-in sheet to measure attendance. Administration will be in attendance to monitor demonstration and add/clarify information as needed.

8/8/2023	8/8/2023	One Time	For the first department meeting, department chairs will reinforce expectations for, and model, a collaborative planning session, including planning for monitoring strategies.	All department chairs will model first collaborative planning sessions with their departments.	Department Chairs-Presenters/Administration-Monitors will work to create Collaborative Planning norms/structures and lesson planning document(s).
8/21/2023	10/15/2023	Weekly	Teachers will implement monitoring and differentiating strategies in the classroom that were planned for during collaborative planning.	At the end of the first quarter, the overall average of "evident" monitoring strategies will be at least 50%.	Administration - Fidelity Walks using Collaborative Plans.
8/21/2023	10/15/2023	Weekly	Admin will conduct fidelity walks each week in order to measure the implementation of monitoring and differentiating strategies.	At the end of the first quarter, the overall average of "evident" monitoring strategies will be at least 50%.	Administration - Fidelity Walks using District's Impact Tool.
8/21/2023	10/15/2023	Monthly	Implementation of peer-to-peer classroom observation teams for teachers to observe other teachers implementing effective monitoring strategies.	At the end of the first quarter, each tested area teacher will observe at least one other teacher and their monitoring strategies.	Administration - Checklist of Teachers and Four Square Walk Data.
8/21/2023	10/15/2023	Weekly	Weekly Administration meetings on Friday mornings, will include an agenda item to review weekly fidelity walks and discuss needed changes for upcoming week of instruction.	Administration will allow a portion of the administration meeting to discuss the fidelity walkthrough data collected that week and next steps.	Administration - Analyze Walkthrough data from PowerBi data using our Impact Tool data upload.
8/21/2023	10/15/223	Monthly	Monthly School Leadership Team Meetings will include an agenda item.	Monthly leadership meetings to monitor SIP progress.	Leadership Team - Analyze school walkthrough data and make needed changes to SIP or plan for additional professional development for staff.
8/21/2023	10/15/2023	Weekly	Teaching teams will meet weekly on Wednesdays for collaborative planning with support from admin and coaches.	During fidelity walk throughs, planned-for monitoring strategies will be observed within classrooms during each lesson.	Teaching teams, administration, coaches

8/21/2023	10/15/2023	Weekly	ESE Support Facilitation teachers and ELL teachers will monitor their assigned students' progress within the class daily, in coordination with the GE teacher.	During fidelity walk throughs, planned-for monitoring strategies will be observed within classrooms during each lesson.	Teaching teams, administration, coaches - During planning, specific monitoring and differentiating strategies will be included for implementation for each lesson. Support Facilitators will participate in their assigned subject area collaborative planning meeting.
10/15/2023	10/15/2023	One Time	Teaching teams will analyze data from district created progress monitoring assessments.	Quarterly teacher-created assessments will be given and analyzed by teacher teams.	Teacher teams will monitor student growth through PowerBi in state assessed subject areas in order to gauge differentiation needed.
8/17/2023	10/15/2023	Weekly	District level coaches will be present weekly to provide support regarding monitoring and differentiation during common and collaborative planning sessions each Wednesday.	Collaborative planning summary notes, including roster of attendees	District coaches will assist teaching teams and will provide resources for teachers to utilize in the lesson plans.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	<p>According to the annual Climate Survey conducted at the end of the 2022-2023 school year, Sebastian River High School's parents responded that communication was the highest rated category on the survey. Within the communication category, SRHS found communication about rigorous course offerings was the lowest of the subcategories at a score of 3.81. Communication regarding student academic progress rated at 3.88. Our ratings regarding school activities and events and parents monitoring FOCUS were both above 4.0 on the 5-point scale.</p>				Communication
<b>THEORY OF ACTION:</b> If Sebastian River High School focuses communication efforts with parents and community stakeholders on student academic progress, services for students, and events, then will see an increase in parent and community attendance at events (Freshman Night, Orientation, At-Risk Senior Night, Open House, Parent-Teacher Conferences, athletics, and arts).					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> After focusing our communication through School Messenger, Social Media, Quarterly Shark Tales Newsletter, and FOCUS, we will experience an increase in parent and community awareness and attendance at school events.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/26/2023	7/26/2023	One Time	Incoming Freshman Parent Night	487 parents, students, and family members attended.	Mr. Riskin - QR Code sign-in sheets will record attendance by parents and students.
7/23/2023	10/12/2023	Weekly	Sunday night SchoolMessenger call from Principal	Logs from SchoolMessenger regarding weekly calls	Mr. Cummings - We are going to pull the call log in school messenger to see how many parents answered/recieved the calls.
8/1/2023	10/12/2023	Weekly	Social Media posts to Facebook and Twitter regarding school events	Report from Facebook Performance Dashboard and/or ticket sales for athletic events	Administration/AD/Coordinator of Student Activities and Leadership - Administration will monitor comments and questions daily.
8/7/2023	8/7/2023	One Time	Grade level breakout sessions at Student Orientation.	Attendance numbers from breakout sessions	Administration facilitated the breakout sessions and attendance sign-up.
8/12/2023	8/12/2023	One Time	Pride of Sebastian River and Marching Sharks Sneak Peek event in Shark's Stadium.	Attendance numbers from Sneak Peek.	Band Director/Staff - Placed on Social Media

9/12/2023	9/12/2023	One Time	At-Risk Senior Parent Information Night before the start of Open House	Attendance number from meeting	Van Brimmer will facilitate the informational meeting and provide hard copies of graduation requirements and upcoming testing dates for Seniors.
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	According to the annual Climate Survey conducted at the end of the 2022-2023 school year, Sebastian River High School (SRHS) found that discipline was an area of improvement noted by both students and teachers. On a scale out of 5, two areas of focus were determined - Student behavior in class was rated as a 2.92 and Student behavior in the hallways was rated at a 2.89. Overall discipline was rated at a 3.34 at SRHS ranking it the lowest of 4 categories.				Code of Conduct
<b>THEORY OF ACTION:</b> If stakeholders are trained in the language of the updated Code of Conduct and teachers enforce our policies, procedures, and expectations with fidelity, then we will achieve a higher rating on the 2023-2024 school year's Climate Survey. This increase will directly impact our overall school culture and, we believe, our student achievement numbers.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> After following the language of the Code of Conduct and implementing district/school policies and procedures with fidelity, we will see an increase in our school climate ratings. As a result, we will see an increase in instructional time on task and student daily attendance.					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/10/2023	8/10/2023	One Time	Teachers will review the Code of Conduct to students on the first day of school and review how rules will be implemented in their classroom and the school.	Students will sign off that they read, reviewed, and agree to follow the Code of Conduct.	Completed FOCUS forms and teacher attendance rosters in FOCUS for first day of school. Additionally, admin walk throughs on first day to monitor appropriate sections of code of conduct were covered each period.
8/11/2023	8/14/2023	One Time	Grade level Student Assemblies	Discipline data - low numbers in areas centered around cell phones, tardies, skipping, and vaping.	Review of weekly discipline data by Dean of Students
8/10/2023	10/12/2023	Weekly	Daily Announcements about SHARK expectations	Daily announcements posted to website as well	Mr. Van Brimmer does daily announcements each morning and posts them to the school website
8/10/2023	10/12/2023	Weekly	Administration fidelity walk to monitor enforcement of student code of conduct within classroom.	All teachers enforcing code of conduct and students adhering to board-approved policies.	Administration and walk through notes regarding code of conduct enforcement within classrooms.

# **Sebastian River Middle School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Sebastian River Middle School

Principal: Todd Racine

Assistant Principal(s): Lisa Bailey, Dr. Nichole Garrick, Dustin Wood

## Demographics

<b>School Type and Grades Served</b>	<b>Middle 6-8</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	63.62 %		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	13%	
	Economically Disadvantaged Students	63.62%	
	English Language Learners	5.61%	
	Hispanic Students	37%	
	Multiracial Students	4%	
	Students with Disabilities	14.76%	
	White Students	45%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	TSI, ELL & ESE		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	TBD	57%
	2021 – 2022	C	53%

	2020 – 2021	<b>C</b>	<b>45%</b>
	2019 – 2020	<b>No Grade</b>	<b>No Grade</b>
	2018 - 2019	<b>B</b>	<b>56%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

## 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!

## Comprehensive Needs Assessment

Florida's School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State's SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Sebastian River Middle School has earned the International Baccalaureate World School status distinguished by the IB International education standards. The International Baccalaureate (IB) Middle Years Program provides a framework of academic challenge and life skills for students in grades 6-8. This three-year program offers an educational approach that goes beyond traditional school subjects. Successful completion of the program will set a child on the road to success and can serve as an excellent preparation for the IB Diploma Programme currently offered at Sebastian River High School. As part of our recent IB MYP evaluation we were advised that schools could return to the School within a School concept. This, along with our Teaming approach, allows SRMS to address two student deficiencies we noted in our 2022-2023 data. First data point was the number of students in advanced classes that scored a level 1 or 2 in ELA. Second was the chronic absenteeism rate of students. Teaming and the MYP School within a school concept will provide better advocacy and accountability for all stakeholders in an effort combined with collaborative planning practices to include the monitoring of academics and attendance by a team of teachers sharing the same students.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

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

- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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



# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?																
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	The 22-23 FAST data revealed an overall achievement of 37% in ELA, 54% in Math, 38% in Science, and 53% in Civics.				Monitoring using formative assessments and differentiation																
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		SWD & ELL are two identified subgroups Implementation Step: Identified students will receive small group instruction to reflect targeted interventions based on data. Additionally, before and afterschool sessions will be provided to reflect targeted differentiated interventions and supports. Overall Proficiency for ELL was 34% and ESE was 29%. ELA and Science tests were the two largest achievement gaps. <span style="float: right;">ELL: 34% Overall</span> <table border="0" style="width: 100%;"> <tr> <td>ELA</td> <td>MATH</td> <td>SCI</td> <td>SS</td> </tr> <tr> <td>19%</td> <td>31%</td> <td>16%</td> <td>36%</td> </tr> </table> ESE: 29% Overall <table border="0" style="width: 100%;"> <tr> <td>ELA</td> <td>MATH</td> <td>SCI</td> <td>SS</td> </tr> <tr> <td>15%</td> <td>26%</td> <td>6%</td> <td>35%</td> </tr> </table>				ELA	MATH	SCI	SS	19%	31%	16%	36%	ELA	MATH	SCI	SS	15%	26%	6%	35%
ELA	MATH	SCI	SS																		
19%	31%	16%	36%																		
ELA	MATH	SCI	SS																		
15%	26%	6%	35%																		
<b>DESIRED ACADEMIC OUTCOMES:</b> Classroom walkthrough data will reveal that 100% of SRMS teachers are monitoring and 50% are differentiating instruction during the first nine weeks. Student outcomes will reflect a 97% pass rate for all core classes.																					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>																					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING																
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)																
8/8/2023	10/10/2023	Weekly	Professional development to reflect planning for monitoring and differentiation (August 8th). Weekly collaborative planning sessions will reflect planning for monitoring and differentiation	100% of core content subjects for tested areas lesson plans will reflect activities inclusive or formative assessments, monitoring strategies and opportunities for differentiation.	The Instructional Leadership Team will use the collaborative planning template to analyze walkthrough data for evidence of collaborative planning that demonstrates teachers using the planned formative assessments, interventions and enrichment activities. ELA: Alissa Wright/Dr Garrick Math: Dustin Woods/Dr. Wright Civics/ESE: Lisa Bailey/Ms. Sarrasin																

8/14/2023	10/10/2023	Weekly	Classroom Walkthroughs	100% of classrooms visited will identify evidence of implementations using the Monitoring Look Fors from the walkthrough collection tool.	The Instructional Leadership Team will use the district provided walkthrough tool on a weekly basis to collect monitoring data that will be used to make adjustments and provide support as needed. ELA: Alissa Wright/Dr Garrick Math: Dustin Woods/Dr. Wright Civics/ESE: Lisa Bailey/Ms. Sarrasin
8/18/2023	10/10/2023	Weekly	Instructional Leadership Team will meet every Friday to review walkthrough data and modify action steps as needed	The weekly Collaborative Planning Agendas and notes from agendas will demonstrate discussions, problem solving, and next steps to assist teachers in reaching the 100% goal of implementing monitoring in all walkthroughs.	The Leadership meeting collaborative planning template will be used to analyze walkthroug data related to Monitoring to make adjustments in collaborative planning and provide support as needed. ELA: Alissa Wright/Dr Garrick Math: Dustin Woods/Dr. Wright Civics/ESE: Lisa Bailey/Ms. Sarrasin
8/14/2023	9/18/2023	One Time	D and F reports will reviewed during the progress report checkpoint and interventions will be implemented as needed	Data generated from the D and F reports will be analyzed to determine additional supports as needed	Administrators will meet with teachers whose D/F Reports list more than 5% of class role. Intervention plan for each teacher will be created and compared to Q1 grades.
8/14/2023	10/11/2023	One Time	D and F reports will reviewed at the end of the 9 week period to determine additional interventions and supports as needed	Data generated from the D and F reports will be analyzed to determine additional supports as needed	Administrators will meet with teachers whose D/F Reports list more than 5% of class role at progress reports and review the improvements made from interventions in comparison to Q1 grades.

8/16/2023	10/11/2023	Weekly	Identified students will receive targeted small group instruction. Before and afterschool sessions will be provided to reflect differentiated interventions	PM1 and iReady data	Media Specilaist: Christine Strugeon Dr. Garrick Alissa Wright
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Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Family Engagement nights aligned with community resources were implemented as well as a monthly family newsletter, weekly updated FOCUS messages, weekly automative updates, school website, schoolwide positive phone calls, and social media platforms such as Twitter and Facebook. PTSA membership was 12% in 22-23.				Communication
<b>THEORY OF ACTION:</b> If the SRMS families are given multiple opportunities to connect, communicate, and engage then our families will be equipped with the resources needed to make a positive overall impact on student outcomes.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> As a result of implementing the theory of action with fidelity, PTSA membership will increase by 20% and participation in scheduled family engagement activities will increase by 20%.					
IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	6/1/2024	Monthly	Sebastian River Times	Monthly parent newsletter designed to keep our parents connected, engaged, and informed with valuable information about SRMS, the community, and the district. Our goal is to have our PTSA enrollment increase by 20%.	PTSA increase of 5%. Administration collaborating with PTSA president and secretary. Providing execeptional customer service to our families to have SRMS a welcoming place for families.
7/31/2023	7/31/2023	One Time	6th grade Cowboy Camp	Participation rosters of students and families.	Mia Johnson will speak to our parent group at Cowboy Camp to recruit PTSA members of new families to SRMS. Parent Sign in sheets for Cowboy Camp will identify the number of families reached through the presentation.

8/7/2023	8/7/2023	One Time	Orientation Night	Participation rosters of students and families. 50 Parent membership applications.	PTSA President and Mia Johnson, SRMS PTSA Teacher Liason have a booth to recruit PTSA members of families attending Orientation. Mia will provide number of memberships sold.
9/14/2023	9/14/2023	One Time	Dads & Dudes Take Your Child to Work Day	Monthly family engagement events designed to keep our parents connected and engaged evidenced by advertisements and sign-in sheet.	Providing exceptional customer service to our families to have SRMS a welcoming place for families. Event planned, hosted, and advertised by administration.
10/2/2023	10/2/2023	One Time	Hispanic Heritage Month	Monthly family engagement events designed to keep our parents connected and engaged evidenced by advertisements and sign-in sheet.	Providing exceptional customer service to our families to have SRMS a welcoming place for families. Sign-in Roster will be used to identify number of families that participated.
8/3/2020	8/31/2023	One Time	Welcome Back Phone Calls	Every 1 <sup>st</sup> period teacher will call their students within the first 16 days of school.	Teachers will submit a call log to their evaluating administrator.
8/3/2023	8/31/2023	Weekly	Recruit PTSA Executive Board to assist with plans for 2023-2024.	Actively recruit parents at orientation, School messenger weekly calls, and School Newsletter to recruit parents.	PTSA Executive Board Vote at Open House on September 13. Mia Johnson

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	If SRMS faculty and staff implemented teaming through collaborative planning meetings (CLP), then quality instruction will improve through differentiated instruction, student engagement, positive student behaviors, and student social emotional learning resulting in continuous student academic improvement. Average Daily Attendance was 91.4% in the 2022-2023 school year which was an increase from 89.4% in the 2021-2022 school year.				Teaming
<b>THEORY OF ACTION:</b> If SRMS faculty and staff are provided weekly support and guidance through teaming and CLP's then teachers will be equipped with the resources needed to improve differentiated instruction, student engagement, classroom management, and social emotional learning tools.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> As a result of implementing the theory of action with fidelity, then average daily attendance will be greater than 93%.					
IMPLEMENTATION PLAN for SCHOOL CULTURE					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/15/2023	10/10/2023	Weekly	CLP's with academic coaches	Weekly lesson plans will reflect activities to increase student engagement.	Weekly review of lesson plans by administrators will identifying engagement activities in 100 % of weekly lesson plans using the Collaborative Planning Look Fors tool.
8/30/2023	10/10/2023	Monthly	Department Meetings	Weekly review of lesson plans by administrators will identifying engagement activities in 100 % of weekly lesson plans using the Collaborative Planning Look Fors tool.	Instructional Coaches will share evidence from the Intructional Leadership Team's weekly lesson plan review to identify grade levels and courses meeting evidence criteria to increase student engagement.

8/29/2023	10/10/2023	Monthly	School Based Leadership Team	Share evidence from monthly lesson plan review to identify content areas meeting evidence criteria to increase student engagement.	Monthly review of identified evidence in weekly review of lesson plans by administrators identifying engagement activities in 100 % of weekly lesson plans using the Collaborative Planning Look Fors tool will be collated and shared by principal to identify areas of strength.
8/10/2023	10/10/2023	Weekly	Reinstitute SWAG Committee (Students With Attendance Goals)	Each grade level's Average Daily Attendance will be greater than 93% and acknowledged weekly and Monthly grade level winner will be provided a reward.	ADA percentages will be pulled weekly from FOCUS to identify Grade levels attendance > 93%. Lisa Bailey and Patty Giordano
8/10/2023	10/10/2023	Weekly	Implement student systems to promote schoolwide expectations.	Consistent implementation of the 3+3+3 Discipline System will reduce overall referrals from 1st quarter 2022 by 5%. Dean of Students can provide interventions to teachers and students to avoid repeated behaviors that could manifest into an ODR.	Mia Johnson, Dean of Students will enter, record, and administer all three levels of the system using a shared spreadsheet to ensure fidelity in the program.
8/10/2023	10/10/2023	Weekly	Chronic student attendance will be monitored by grade level school counselor.	The percentage of students within Chronic range of < 90% will be less than 10% and those with Chronic Attendance will be placed on a check-in and check-out attendance sheet.	Gina Cianfrocco, Sara Schwarz, or student's assigned mentor will use a designed spreadsheet to monitor daily attendance of Chronically absent students and provide interventions using the attendance letters, contracts, and incentives to reduce absenteeism.

8/1023	10/10/2023	Weekly	PBIS Game Room and Store	Student ODRs will be reduced by 10% from 1st qtr of 2022 through consistent use of the PBIS Rewards App and School Store by students to redeem rewards.	Mia Johnson, Dean of Students and Josh Benyola - ASPIRE Teacher and PBIS Lead will stock, host, and recruit staff to assist with school store and Game Room.
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# **Storm Grove Middle School**

## **School Improvement Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Storm Grove Middle School

Principal: Christopher Taylor

Assistant Principal(s): Dawn Duchemin, Tabetha Esposito, Marc Harris

## Demographics

<b>School Type and Grades Served</b>	<b>Middle School Grades 6-8</b>		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	54%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students		14%
	Economically Disadvantaged Students		54%
	English Language Learners		4.37%
	Hispanic Students		25.5%
	Multiracial Students		5.3%
	Students with Disabilities		16.29%
	White Students		47.9%
<b>ESSA Status (TSI, CSI, or ATSI)</b>			
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	NA	NA
	2021 – 2022	B	56%



	2020 – 2021	<b>C</b>	<b>52%</b>
	2019 – 2020	<b>NA</b>	<b>NA</b>
	018 - 2019	<b>C</b>	<b>50</b>
<b>Pending School Board Approval</b>	September 25, 2023		

**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**

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.

- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

#### ESSA Results:

Students with Disabilities: 32%

English Language Learners: 36%

We used PBI to analyze data and determine needs.

#### Academic

ELA: Based on a comparison of 2021-22 to 2022-23, our overall proficiency decreased from 51% to 45%.

MATH: Based on a comparison of 2021-22 to 2022-23, our overall proficiency increased from 56% to 64%.





SCIENCE: Based on a comparison of 2021-22 to 2022-23, our overall proficiency increased from 55% to 57%.

CIVICS: Based on a comparison of 2021-22 to 2022-23, our overall proficiency decreased from 71% to 68%.

#### Community and Family Engagement

Based on our social media interactions compared to our student population size, FaceBook resulted in 2,234 post reached. Our goal for 2023-24 is to increase that to 3,000 by May, 2024.

#### Discovery

 Post reach	2,234
 Post engagement	3,240
 New Page likes	13
 New Page Followers	32

SGMS FB average per 30 days (2022-23)

In addition, our Twitter followers increased to 515. Our goal for 2023-24 is to increase that to 550 by May.

**Storm Grove**

@StormGroveFever

Vero Beach, FL Joined July 2017

87 Following 515 Followers

Twitter Main page

Our 2022-23 SGMS Staff participation in PTSA was 40 members. Our goal is to increase participation/membership by 10%. This would bring our membership to 125.

During the 2022-23 year, our monthly “Stingray Scoop” was not utilized by the school community with success. The average was 291 views per month. For 2023-24, the goal is to increase the views to 310 or more per month.

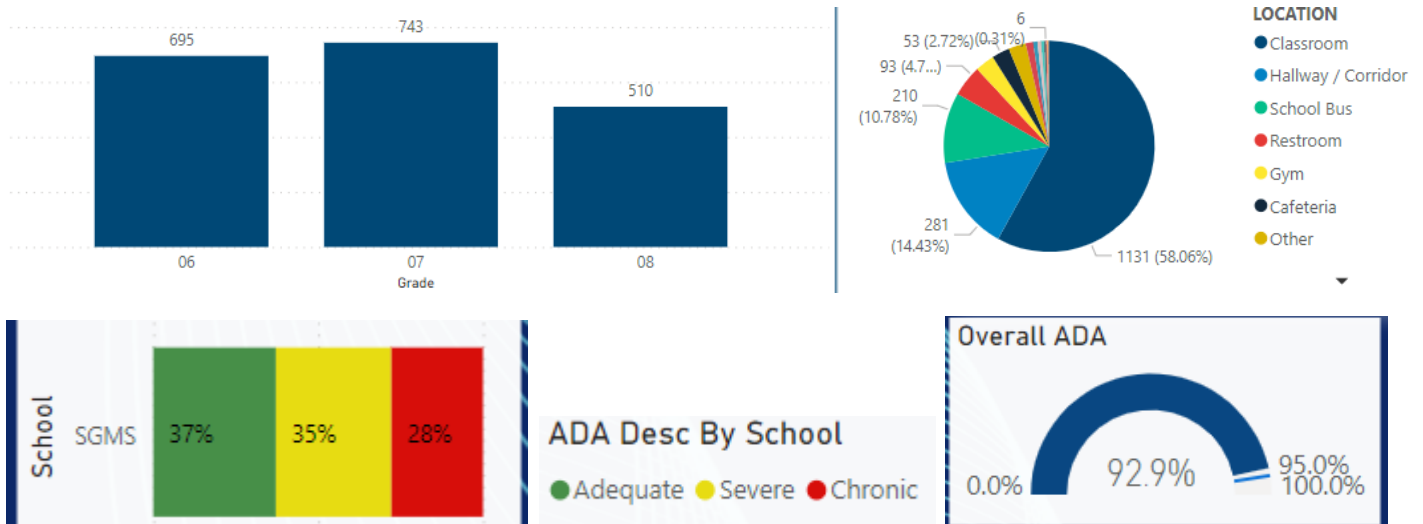
**Culture and School Climate**

Based on the SDIRC initiative, middle school “TEAMING” will be implemented at our school. This correlates with the 2023 Climate survey indicating that SGMS Staff responded that their ideas were not considered in problem solving as shown below.

< Back to report | AVERAGE SCORE (OUT OF 5)

Category	Question	Parent	Staff
Communication	The school communicates effectively about student's academic progress.	4.05	
	The school communicates effectively about school events and activities.	4.32	4.33
	The school communicates detailed information regarding rigorous courses.	3.57	
	Staff ideas are listened to and considered.		3.63
	Parents regularly monitor their child's progress through FOCUS.	4.52	

Based on our 2022-23 Power BI data, we showed a significant rise in student ODRs, and we did not reach our attendance goals. Our ODR totals were 1,948 spread across all grade levels. Our attendance ADA was 92% schoolwide with 28% of our students being chronic.



**Finalize Action Steps & Stakeholder Engagement**

## **August 1 – October 12, 2023**

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

### **School Leaders will:**

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

- Evaluate and reflect on the data from Impact Review Walk #1 and Data.com
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate



plans for Full Implementation Steps.

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	ELA: Based on a comparison of 2021-22 to 2022-23, our overall proficiency decreased from 51% to 45%. MATH: Based on a comparison of 2021-22 to 2022-23, our overall proficiency increased from 56% to 64%. SCIENCE: Based on a comparison of 2021-22 to 2022-23, our overall proficiency increased from 55% to 57%. CIVICS: Based on a comparison of 2021-22 to 2022-23, our overall proficiency decreased from 71% to 68%.				Monitoring/ Feedback Engagement	
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		ELL 36% SWD 32% ED 34% (ELA) 45% (Math)				
<b>THEORY OF ACTION:</b> If teachers are provided high quality professional development on monitoring/feedback and engagement, then we will see an increase in student achievement.						
<b>DESIRED ACADEMIC OUTCOMES:</b> If 50% of classroom observations show evidence of monitoring/feedback and engagement, Storm Grove will see measurable gains in student outcomes. When regular and systematic monitoring of student progress, teachers can adjust their instructional techniques and strategies to better meet the learning needs of their students.						
<b>IMPLEMENTATION PLAN for ACADEMICS</b>						
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING	
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)	
8/3/2023	8/3/2023	One Time	Teacher PD on monitoring/feedback and engagement	PD sign in sheets	Ms. Esposito will verify sign in sheets and compare it to expected attendee and take next steps if needed.	
8/3/2023	8/3/2023	One Time	Creation of walkthrough schedule	Walkthrough Schedule to admin team	Mr. Taylor will review walkthrough data and take next steps as needed.	
8/1/2023	10/12/2023	Monthly	Sharing of walkthrough data with teachers	PD Sign in sheets	Mr. Taylor will verify sign in sheets and compare it to expected attendees and take next steps if needed.	

8/8/2023	8/17/2023	One Time	New teacher mentoring modeling what IS and ISNT monitoring/ feedback and engagement	Walkthrough sheets and data analysis	Mr. Taylor will review walkthrough data and take next steps as needed.
9/1/2023	10/12/2023	Monthly	STARR/TEAM New teacher meeting	Monthly sign in sheets	Ms. Esposito will verify sign in sheets and compare it to expected attendees and take next steps if needed.
8/1/2023	10/12/2023	Monthly	Collaborative planning resource library creation and expansion	Supports the building of the resources collection ex: Marzano teacher reference materials, pacing guides, curriculum maps, teacher editions, BIG M and additional materials as available	Department chairs will monitor collection of reference library materials.
8/15/2023	10/10/2023	Weekly	Collaborative planning	Lesson plans with explicit strategies of monitoring/feedback and engagement	Mrs. Duchemin will monitor that lesson plans are reviewed by supervising admin'
8/15/2023	10/10/2023	Weekly	Classroom walkthroughs	Evidence of monitoring/feedback and engagement on classroom walkthrough sheets	Mr. Harris will review walkthrough data and take next steps as needed.
8/15/2023	10/10/2023	Weekly	Classroom walkthroughs	Walkthrough data will be shared with staff on the monitoring chart in the Collaboration Center	Mr. Harris will review walkthrough chart and take next steps as needed.
9/6/2023	9/6/2023	One Time	Teacher PD on monitoring/feedback and engagement	PD sign in sheets	Ms. Esposito will verify sign in sheets and compare it to expected attendees and take next steps if needed.
9/13/2023	9/13/2023	One Time	Data Chats and action planning based on iReady (ELA/MATH), Aleks, PM1 (ELA/Math) and comps	Action plan creation of Identification/grouping of students' and subgroups' needs based on iReady/FAST/Aleks/Comps	Teachers will submit action plans to Mr. Taylor and take next steps as needed.



Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	According to our parent survey, communication in the areas of academic programs, school events, and activities was over 4.0 and information regarding rigorous courses was 3.57. In addition, staff felt that need to be more included in decision making and the problem solving process. During the 2022-23 school year, 40 staff members joined the PTSA. SGMS had a total of 118 PTSA members.				Communications
<b>THEORY OF ACTION: If we increase the number of social media posts, PTSA memberships, and include teachers in the problem solving process, then we will increase our communication and involvement of parents and staff in our school community.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: SGMS will be above 4.3 in all areas of communication in the climate survey and PTSA membership will increase.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/26/2023	7/26/2023	One Time	Hold a Coffee with the Principal with new Stingray families.	Pictures posted on social media, PowerPoint presentation	Ms. Esposito will review social media posts and PowerPoints and take next steps as needed.
7/30/2023	7/30/2023	One Time	School messenger call that includes invitation to join the PTSA to our families	School Messenger log	Mr. Taylor will review membership results and take next steps as needed.
8/1/2023	8/1/2023	One Time	Develop sponsor request form to support PBIS	Increased school sponsorship of community partners	Ms. Esposito will document new Sponsors.
8/1/2023	10/12/2023	Weekly	Three social media posts during a five day week to highlight our story	Social media posts	Ms. Esposito will document the number of social media posts.
8/1/2023	10/12/2023	Monthly	Share "Stingray Scoop" on various social media sites and Focus portal	Increased views based on ease of access	Ms. Esposito will document the number of social media posts.
8/1/2023	10/12/2023	Weekly	Update "Marquee" weekly with interactive messages	Increased participation in overall school activities	Ms. Esposito will keep an updated marquee master log.
8/1/2023	10/12/2023	Monthly	Sponsor recognition	Recognition on Marquee, newsletter and social media	Ms. Esposito will maintain updated log for sponsor recognition.

8/3/2023	8/3/2023	One Time	PTSA sign up booth at the first teacher meeting	Total number of memberships	Mr. Taylor will monitor membership results each quarter and take next steps as needed.
8/3/2023	10/12/2023	Monthly	Empower department and grade level meetings to be problem solvers for their areas	Monthly check-ins with grade level leaders and department chairs	Each evaluating administrator will review weekly collaborative planning sessions and take next steps as needed.
8/3/2023	10/12/2023	Monthly	Meet with IRCEA Representatives to review any concerns they have	Document the items discussed	Mr. Taylor will monitor monthly agendas and take next steps as needed.
8/6/2023	10/12/2023	Weekly	Make weekly Sunday calls to families	School Messenger log	Mr. Taylor will review weekly review calls for accuracy.
8/7/2023	8/7/2023	One Time	Meet the principal Photo Booth	SGMS representation on various social media platforms	Mr. Taylor will monitor activity of photos posted on social media.
8/7/2023	8/7/2023	One Time	Create QR Code forms for easy access to our social media platforms	Distribution of forms at orientation	Ms. Esposito will insure "Flyer with QR Codes" is handed out during orientation.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	During 2022-23 school year, staff wrote a total of 1,948 office discipline referrals and the average daily attendance rate was 91.6%. In addition, 28% of students were chronically absent.				Teaming Connections
<b>THEORY OF ACTION: If we implement Teaming and improve our PBIS program, then Storm Grove will reduce office discipline referrals and increase average daily attendance.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: Implementing Teaming and improving our PBIS program will reduce ODRs to 190 for the 1st quarter and increase our average daily attendance rate to 93%.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/19/2023	10/15/2023	One Time	Ask our community partners for support of our PBIS program	Letter created and mailed	Ms. Esposito will ensure all new sponsors are listed in Stingray Scoop monthly.
8/9/2023	8/9/2023	One Time	PD on Teaming	PD Sign-in sheets	Mr. Taylor will verify PD Sign-in sheets are accurate and take next steps as needed.
8/8/2023	8/8/2023	One Time	Creation of PBIS events on calendar	Teachers/Staff will have access to event dates on shared calendar	Mr. Harris will ensure accuracy of events on shared calendar and adjust as necessary.
8/1/2023	8/8/2023	One Time	Revamp "Stingray credits" to include PBIS tickets	Drawing at least once a quarter	Mr. Harris will conduct quarterly drawings.
8/8/2023	10/12/2023	Monthly	Uniformed usage of Stingray tickets	Drawing at least once a quarter	Mr. Harris will conduct quarterly drawings.
8/8/2023	10/12/2023	One Time	Three (3) positive SGMS post cards	Team leader tracks post card distribution	Mr. Taylor will monitor that team leaders receive the list of post card recipients.
10/12/2023	10/12/2023	One Time	Teaming feedback form	Teacher survey	Mr. Taylor and team leaders will get information from teaming Feedback data and take next steps as needed.

# Treasure Coast Elementary School

## School Improvement and Title I Schoolwide Program Plan

### Continuous Improvement Systematized



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Treasure Coast Elementary 0341

Principal: Jeramy Keen

Assistant Principal(s): Joanna Roux

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary K-5</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	53%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	10 %	
	Economically Disadvantaged Students	47 %	
	English Language Learners	6 %	
	Hispanic Students	19 %	
	Multiracial Students	5 %	
	Students with Disabilities	15 %	
	White Students	65 %	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	ATSI		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>B</b>	<b>57%</b>

	2020 – 2021	N/A	
	2019 – 2020	N/A	
	2018 - 2019	C	51%
<b>Pending School Board Approval</b>	September 25, 2023		

## 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

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.

- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.



## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Our overall FAST ELA achievement is at 65%. Our overall FAST Math achievement is 79%. The achievement gap in ELA for Black and Hispanic students (3rd-5th grade) showed a 7% difference from overall student achievement 65%. The ELA Achievement (22-23): 65%White: 67% -Black: 58%, Hispanic: 58% , Multiracial: 67%, Asian: 75%. The achievement gap in Math for Hispanic students (3rd-5th) showed a 10% difference from overall student achievement 79%. The Math Achievement (22-23) White: 82% -Black: 79%, Hispanic: 69% , Multiracial: 73%, Asian: 100%. Our African American student's achievement in math is equal to the performance of the school (79%). Our SWD student population achievement (3rd-5th) is 27% for ELA and Math is 51%. Our 4th grade students in ELA are 44% proficient and 72% in Math. Our 5th grade students in ELA are 25% proficient and 42% in Math. From 21-22 to 22-23 our iReady achievement increased 9% for Math and 7% for ELA. For SWD in 21-22 28% of students were early or on grade level and in 22-23 50% of students were early or on grade level. For Math our SWD in 21-22 43% were early on grade or above and in 22-23 45% of students scored early on grade level or above. According to our Impact Review walkthrough data from last year, Monitoring was evident 35% and Differentiation was 14% evident.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**



District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS</b> <b>SIGNIFICANT DATA FINDINGS</b>	<p>Our overall <b>FAST</b> ELA achievement is at 65%. Our overall FAST Math achievement is 79%. The achievement gap in ELA for Black and Hispanic students (3rd-5th grade) showed a 7% difference from overall student achievement 65%. The ELA Achievement (22-23): 65%White: 67% -Black: 58%, Hispanic: 58% , Multiracial: 67%, Asian: 75%. The achievement gap in Math for Hispanic students (3rd-5th) showed a 10% difference from overall student achievement 79%. The Math Achievement (22-23) White: 82% -Black: 79%, Hispanic: 69% , Multiracial: 73%, Asian: 100%. Our African American student's achievement in math is equal to the performance of the school (79%). Our SWD student population achievement (3rd-5th) is 27% for ELA and Math is 51%. Our 4th grade students in ELA are 44% proficient and 72% in Math. Our 5th grade students in ELA are 25% proficient and 42% in Math. From 21-22 to 22-23 our <b>iReady</b> achievement increased 9% for Math and 7% for ELA. For SWD in 21-22 28% of students were early or on grade level and in 22-23 50% of students were early or on grade level. For Math our SWD in 21-22 43% were early on grade or above and in 22-23 45% of students scored early on grade level or above. According to our <b>Impact Review data</b> from last year, it showed that monitoring was 35% evident and differentiation 14%.</p>				Monitoring Differentiation
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		Students with Disabilities 15%, Black/African American Students 10%, English Language Learners 6%, Hispanic Students 19%, Multiracial Students 5%, White Students 65%			
<b>THEORY OF ACTION: If we successfully implement the High Yield Strategy of Monitoring and Differentiation using data-driven instruction by ensuring teachers use relevant, recent, and aligned data to adjust their instruction, plans, and instructional delivery to meet the needs of each student, then ALL students will achieve.</b>					
<b>DESIRED ACADEMIC OUTCOMES: We hope for 50% by the end of Quarter 1.</b> ELA achievement will increase from 65%- 75% and 31% of students will show growth. Math Achievement will maintain proficiency and 21% of students will show growth. ELA achievement for SWD will increase from 27% to 50% proficient. African American and Hispanics students will increase by 10% in both ELA/Math. Our walkthrough data for monitoring will increase from 35% to 50% and differentiation will increase from 14% to 50%.					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/19/2023	10/12/2023	Weekly	School based leadership conduct weekly meetings	Agendas, roster and next action steps with assigned accountable owner.	Jeremy Keen; Principal Joanna Roux; Assistant Principal Amy Keliihananui; Math Coach Terri Rollins; Literacy Coach Leadership calendars and SLT agenda with next steps
8/3/2023	10/6/2023	One Time	Teachers will receive PD on monitoring during school-based PD days	PD Documentation, Sign In Sheet, Agenda, Increase monitoring evidence from 35% to 50%	Jeremy Keen; Principal Classroom walkthroughs to monitor implementation of PD

8/3/2023	10/12/2023	Weekly	Teachers will develop common checks for understanding during collaborative planning	Documentation of monitoring in lesson plans	Joanna Roux; Assistant Principal Amy Keliihanui; Math Coach Terri Rollins; Literacy Coach Grade Chair Admin will check collaborative planning notes and lesson plans for common checks and follow up with walkthroughs
8/10/2023	10/12/2023	Weekly	School leadership team will conduct walkthroughs collecting data for Monitoring.	Walkthrough Data, Increase monitoring evidence from 35% to 50%	Jeremy Keen; Principal Joanna Roux; Assistant Principal Conduct and collect weekly walkthrough data
8/10/2023	10/12/2023	Bi-Weekly	Share walkthrough data with faculty and staff in the Pirate Press	Weekly Pirate Press (Smore Newsletter)	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will monitor Smore views and review data in SLT meeting
8/10/2023	10/12/2023	Weekly	After-school learning opportunities invitations will be geared towards Black students, Hispanic students, and SWD students. Tuesday, Wednesday, Thursday after-school learning from 3:50pm – 5:00pm.	Afterschool ELO enrollment	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will review student attendance to ensure ELO opportunities geared toward our identified subgroups
8/10/2023	10/12/2023	Weekly	Teachers monitoring using their “cruising (red) clipboards” during classroom lessons. The clipboards contain lists by which teachers can record student progress on common check established during collaborative planning.	Walkthrough Data, Teacher Monitoring Checklists,	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will collect data through walkthrough and share information in Pirate Press of monitoring evidence
8/16/2023	8/30/2023	One Time	Teachers will conduct 1:1 data chats with students following the iReady Diagnostic.	Student Data Forms	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will collect copies of student/classroom data chat forms
8/24/2023	8/25/2023	One Time	Leadership team will conduct data chats with teachers following the iReady Diagnostic	Meeting Agenda, sign-in sheets and teacher data sheets.	Jeremy Keen; Principal Joanna Roux; Assistant Principal Amy Keliihanui; Math Coach Terri Rollins; Literacy Coach Admin will review data chat forms and next steps with teachers

9/6/2023	9/6/2023	One Time	Teachers will receive continuation of PD on monitoring and be introduced to differentiation.	PD Documentation, Sign In Sheet, Agenda	Jeremy Keen; Principal Joanna Roux; Assistant Principal Amy Keliihanui; Math Coach Terri Rollins; Literacy Coach Admin monitor through weekly classroom walkthroughs to collect data trends on differentiation and monitoring
9/7/2023	10/12/2023	Weekly	Teachers collaboratively plan for differentiation during Tier 1	Lesson plans show differentiation techniques, Evident rating on walkthrough tool	Jeremy Keen; Principal Joanna Roux; Assistant Principal Amy Keliihanui; Math Coach Terri Rollins; Literacy Coach. Weekly walkthrough data and next steps during SLT weekly meeting
8/10/2023	10/12/2023	Bi-Weekly	ESSA- Creation and implementation of support facilitator schedules.	Creation of schedule, weekly walkthrough data,	Jeremy Keen; Principal Joanna Roux; Assistant Principal Conduct weekly fidelity checks on ESE support facilitator schedules

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	The 2023 school climate survey showed that TCE communicates with parents regarding school events 4.27/5.0 and about student academic progress 4.33/5.0. However, the data shows that communication regarding rigorous courses is 3.73/5.0. During the 22-23 school year the following number of parents were on campus. During 1st Quarter 919 parents were on campus.				Communication
<b>THEORY OF ACTION: If we implement effective communication strategies then we will increase parental engagement relating to students academic progress and rigorous course information.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: On the 23-24 Climate Survey we will see an increase in an overall score to a 4.5 out of 5.0. In addition we will see an increase in the attendance of parents by 10% as documented by our Title 1 information.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/7/2023	10/12/203	Monthly	Teachers will utilize a uniform method of communication through the take home folder	Return rate of information from the school	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will monitor information sent home through take home folder
8/7/2023	8/7/2023	One Time	Organize and launch the opening of the Parent Resource Room. Advertise on Social Media and all communication platforms	Parent Resource Room Advertisement Flyer	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will check resource room and ensure flyer posted to all communication platforms
8/10/2023	10/12/203	Monthly	Host monthly family engagement activities	Documentation of events with the number of parents including Student of the Month, Conference Nights, Costume Parade, and Family Engagement Night.	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin to ensure that monthly engagement night is advertised and planned
8/10/2023	10/12/203	Monthly	Teachers will utilize the PBIS Rewards App for parent communication	PBis usage logs	Rachel Wilson; School Counselor Admin will monitor usage and share usage in weekly Pirate Press

8/10/2023	10/12/203	Weekly	School will post/ announce monthly calendars for families and staff on all communication platforms (Focus, School Calendar, Social Media, School Messenger	Printouts of Monthly calendar, screenshots from Social Media, Flyers of Events	Barbara Negreira-Harrell, administrative assistant Admin will check to make sure that monthly calendar is posted to all communciation platforms. We will collect data on the number of posts and the average number of views per post.
8/10/2023	10/12/203	Weekly	Weekly school messenger calls will communicate with families important information	School Messenger report	Jeramy Keen; Principal Joanna Roux; Assistant Principal Admin will check school messenger report data to monitor effectiveness of phone calls

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	<p>During the 22-23 school year, TCE promoted the school theme of Marine Science by conducting field trips to incorporate the real world and hands on learning experiences.</p> <p>During the 22-23 school year there were 6 field trips that related to marine science throughout K-5. Teachers had 1 school wide professional learning opportunity. There were no family and community engagement nights relating to Marine Science.</p>				Connections- Marine Science
<b>THEORY OF ACTION: If we implement a marine science curriculum focus through our STEAM special and field trip experiences, then students will develop a deep understanding of marine ecosystems, foster a love for the ocean, and cultivate a sense of environmental stewardship.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: Increase Marine Science field trips to one per grade level. Increase teacher professional learning to one Marine Science PD per quarter. Conduct one marine science family night per semester.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/24/2023	7/24/2023	One Time	Met with STEAM teacher to review curriculum resources for marine science integration	Calendar Meeting	Jeremy Keen; Principal Krystle Greene; STEAM teacher Walkthrough observations & Implementation of marine science lessons in STEAM specials
8/7/2023	8/7/2023	One Time	Create a Marine Science/STEAM team to discuss K-5 implementation	Calendar Meeting, Agenda, Implementation Plan for Q1	Jeremy Keen; Principal Joanna Roux; Assistant Principal Krystle Greene; STEAM teacher Meeting notes for implementation plan
8/3/2023	9/15/2023	One Time	Grade levels begin planning field trips submitting approval forms. Field Trips relate to Marine Science	Field Trip Forms	Joanna Roux; Assistant Principal Grade level chair meetings where field trips are discussed and planned



8/1/2023	10/12/2023	Monthly	Establish partnerships with a focus on Marine Science (ex. Harbor Branch, ELC).	Meeting Notes, Next Steps for Marine Science focus	Jeremy Keen; Principal Krystle Greene; STEAM teacher Walkthrough observations & Implementation of partnership resources in STEAM special
8/1/2023	10/12/2023	Weekly	Intiate marine science focus extracurricular clubs and enrichment activities	Student membership	Jeremy Keen; Principal Joanna Roux; Assistant Principal Admin will review attendance of the club and activities
8/1/2023	10/12/2023	Weekly	Meeting with Coaches to determine Marine Science teacher PD for November 3rd	Agenda, Sign in sheets	Jeremy Keen; Principal Joanna Roux; Assistant Principal SLT Agenda with next steps for PD, PD presentation created
8/1/2023	10/12/2023	Weekly	SLT meeting will begin the process of planning Marine Science Night	SLT agenda/next steps, sign in sheets	Jeremy Keen; Principal Joanna Roux; Assistant Principal SLT agenda will address the next steps for marine science night

# **Vero Beach Elementary School**

## **School Improvement and Title I Schoolwide Program Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Vero Beach Elementary 0161

Principal: Lyndsey Samberg

Assistant Principal: Sarah Van Brimmer

## Demographics

<b>School Type and Grades Served</b>	<b>Elementary / grades Pre-K through 5.</b>		
<b>Title 1 School (Yes/No)</b>	Yes		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	70.78%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	Black/African American Students	46%	
	Economically Disadvantaged Students	52%	
	English Language Learners	42%	
	Hispanic Students	48%	
	Multiracial Students	37%	
	Students with Disabilities	41%	
	White Students	50%	
<b>ESSA Status (TSI, CSI, or ATSI)</b>	TSI		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023	N/A	N/A
	2021 – 2022	C	50%

	2020 – 2021	<b>D</b>	<b>38%</b>
	2019 – 2020	<b>NA</b>	<b>NA</b>
	2018 - 2019	<b>C</b>	<b>46%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

## 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, The Moonshot School, we are committed to implementing innovative practices that support learning for all. Through collaboration and forward thinking, we will foster an environment of excellence and growth.

## School Vision Statement

At Vero Beach Elementary, The Moonshot School, we are an inspirational learning environment that is relentlessly committed to building a positive, literacy-rich culture where all students, their families, and our educators feel successful and empowered to improve our world.

## School Narrative

Through a partnership with The Learning Alliance, Vero Beach Elementary offers unique opportunities for professional development in the Science of Reading and Learning, extended learning opportunities for students, and family and community engagement. This includes an Acceleration Team of instructional specialists, an arts integration specialist and a success coach who bridges communication between our school and all stakeholders. In addition to our partnership with TLA, we are also a PBIS Platinum Model School, offer a 5<sup>th</sup> grade band program, and are the recipient of several high-impact grants from The Education Foundation. These programs and initiatives are designed to build authentic learning experiences for all learners on our campus so that we can reach our Moonshot Goal of 90% proficiency.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. To ensure you have the requisite data for the State’s SIP, please check each box to confirm your SLT has addressed each of the below assurances.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends.
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.

- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.
- The following two items have been identified: the most improved component and your school's new action in this area.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.
- You have ranked your highest priorities for school improvement for the upcoming school year.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Based on FAST data, ELA proficiency fell below 45%. We noticed significant increases in 5<sup>th</sup> grade ELA proficiency – with that cohort of students increasing from 47% to 51% proficiency. An area of improvement is our 3<sup>rd</sup> grade ELA proficiency. While those students scored 70% proficient on their end-of-year iReady diagnostic, the FAST proficiency rate was only 36%. In Math, we saw notable increases in proficiency for our students in grades 3-5 – moving from 49% to 55% proficiency. We attribute this increase to the addition of a math interventionist and prescriptive small groups with continuous cycles of remediation. Our lowest performing component and biggest gap between the state average was science proficiency. While we made increases from the prior year, we still only had 38% of our students' meeting expectations. In an analysis of teacher data, we noticed that two of the four classrooms had proficiency at or below 35%. This greatly impacted our school science data. In a review of early warning systems indicators, we found that our multiracial students have the highest percentage of students with two or more early warning indicators. This subgroup also had the greatest percentage of students with chronic attendance rates.

Race/Eth	Count	Ct ADA Chronic	% ADA Chronic	Ct Suspensions	% Suspensions	Ct 1+ EW	% 1+ EW	Ct 2+ EW	% 2+ EW
Asian	18	4	22.2%	1	5.56%	6	33.33%	1	6%
Black or African American	145	24	16.6%	14	9.66%	50	34.48%	9	6%
Hispanic	164	38	23.2%	5	3.05%	55	33.54%	10	6%
Native Hawaiian or Other Pacific Islander	1								
Not Reported	3								
Other	52	20	38.5%	4	7.69%	24	46.15%	4	8%
White	216	55	25.5%	2	0.93%	70	32.41%	7	3%
<b>Total</b>	<b>599</b>	<b>141</b>	<b>23.5%</b>	<b>26</b>	<b>4.34%</b>	<b>205</b>	<b>34.22%</b>	<b>31</b>	<b>5%</b>

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

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

- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## **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 & DataCom**

### **Impact Review Walks**

#### **September 26 – October 12, 2023**

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).

### **DataCom**

#### **October 13, 2023**

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 SLTs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.



Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Our proficiency rates in ELA, Math, and Science fell below our targets, as measured by the FAST assessment. The proficiency rates for grades 3-5 are as follows: ELA - 43%, Math - 55%, Science - 38%. In addition, our walkthrough data shows that engagement and monitoring indicators measured by the Impact Review Collection Tool fell below 60%.				Engagement / Monitoring
List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		Multiracial			
<b>THEORY OF ACTION:</b> If we provide professional learning opportunities focused on engagement and monitoring connected to Tier 1 curriculum, then teachers will implement these strategies effectively and increase student outcomes.					
<b>DESIRED ACADEMIC OUTCOMES:</b> We will see increases in the percentage of teachers effectively implementing engagement and monitoring strategies. Our target goal for this area includes 70% (Q1) for engagement and 50% (Q1) for monitoring. We also expect to see increased student achievement as measured on Envisions and Amplify and Science district assessments - our goal is 70% proficiency.					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/24/2023	7/28/2023	One Time	Moonshot Literacy Institute	rosters, agendas, 100% participants pre/post self-assessment with a post rating increase of 50% or more, and reflections	Lyndsey Samberg, Sarah Van Brimmer, Leslie Connelly- walkthroughs
8/4/2023	8/4/2023	One Time	THRIVE SDIRC	100% of teachers will have signed up for PD as evidence through roster	Samberg, Van Brimmer, Connelly- collection of PD rosters in Frontline
8/15/2023	10/11/2023	Bi-Weekly	Leadership Meetings	100% participation of leadership teams as evidence in agenda, sign-ins, meeting notes, and action steps	Samberg, Van Brimmer, Connelly- presence at leadership meetings and follow through/completion on suggested actions steps

8/14/2023	10/11/2023	Weekly	Walkthroughs	Using the impact tool, data will show in Power BI that engagement will increase to 70% and monitoring will increase to 50%, 100% of teacher will review walkthrough data in weekly newsletter	Samberg, Van Brimmer, Connelly- walkthroughs
8/7/2023	10/11/2023	Weekly	Collaborative Planning	Summary notes, walkthrough data in PowerBI will show 70% evident implementation	Betty Barth, Sharon Keeley, Lisa Ross, Sarah Leopold, Paul Dunn, Samberg, Van Brimmer, Connelly, Weimann- presences and follow through on actions steps, review of student achievement data
8/14/2023	10/11/2023	Weekly	One-to-one coach/admin. meetings	100% of Coaching Logs will be turned in and reviewed with actionable next steps	Samberg, Van Brimmer, Connelly- weekly coaching meetings and follow up on suggested action steps
8/14/2023	On-going	Monthly	Microcredentialing	50% of staff participation & completion, Roster	Connelly- completion rates and badging system outside of classroom doors
8/14/2023	10/11/2023	One Time	Individual Formative Conferences	100% of staff members will complete a formative conference and turn in a PIGG	Samberg, Van Brimmer, Connelly- checklist per evaluating administrator
8/14/2023	10/11/2023	Weekly	Coaching Support in Identified Areas	Coaching Log & Walk Throughs with 70% / 50% implementation	Barth, Keeley, Ross, Leopold, Dunn, Samberg, Van Brimmer, Connelly- visible improvements as evidenced in classroom walkthrough data
9/13/2023	9/22/2023	One Time	Grade Level Data Chats	100% of teachers will participate in data chat spreadsheets, individualized determined action steps, roster sign-in sheets	Barth, Keeley, Ross, Leopold, Dunn, Samberg, Van Brimmer, Connelly- presence and follow through on suggested action steps
8/28/2023	10/11/2023	One Time	Extended Collaborative Planning & PD	School based student data and PowerBI walk through data will show 70%/ 50% evident implementation	Samberg, Van Brimmer, Connelly- walkthroughs and presence in planning

9/11/2023	10/11/2023	Monthly	Moonshot Mondays	50% of teachers participation in at least one, Roster, Reflection Survey & Walk-Throughs	Connelly- during walkthroughs and seeing PD to practice in the classroom
9/1/2023	10/11/2023	Monthly	TEAM SDIRC PDs	100% of new teacher participation, Roster, Reflection Survey & Walk-Throughs	Connelly- walkthrough data and individual teacher chats
8/1/2023	10/11/2023	One Time	Demonstration Classroom Start Up (demonstration classrooms are application only and selected based on being proficient in areas of the walkthrough tool. Classrooms will also become model classrooms for school and district employees)	At least 25% of teachers, Application and data from classroom walk throughs	Samberg, Van Brimmer, Connelly- application completion and walkthroughs to determine demonstration classrooms selection
8/10/2023	10/11/2023	Weekly	Data Conversations focused on multiracial subgroup and their academic / attendance data	100% of these meetings will result in targeted action steps, data chat agenda / Power BI data	Samberg, O'Connor, Van Brimmer, Connelly instructional coaches- data reviews of all students during data chats with a focus on MR subgroup

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Our climate survey had less than 15% of families participating. We had more than 20 parent engagement events in the 22-23 school year.				Communication
<b>THEORY OF ACTION: If we engage our families with school &amp; community resources and activities to help their student at home, then we will see increased levels of parent involvement and student performance.</b>					
<b>DESIRED OUTCOMES: We want to increase parent attendance at academic engagement events on campus and in the community. Our goal is to have 8 family engagement events in the first quarter to establish relationships, connect families with community resources, and provide activities or information for parents to support learning at home.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/7/2023	8/7/2023	One Time	Moonshot Bus visits Pemberly Palms	Attendance / flyers / sample activities.	Samberg, Connelly-completion of visit
8/8/2023	8/8/2023	One Time	Orientation	Sign in sheets / grade level activities & information / Hall of Champions with community organizers	Samberg, Van Brimmer, Connelly- completion of orientation night, pictures of event
8/1/2023	8/2/2023	One Time	Kinder Pow Wow	Sign in sheets / sample activities for parents / PPT presentation	Samberg, Connelly-completion of activity, collection of sign in sheets and submission to Title 1 Canvas page
8/14/2023	8/14/2023	One Time	Kinder Boo Hoo breakfast	Sign in sheets	Connelly, O'Connor-collection of sign in sheet and submission in Title 1 Canvas page
8/30/2023	9/29/2023	Monthly	Attendance / Pride of the Tribe recognitions	Sign in sheets, photos shared	Connelly, Van Brimmer, Samberg
10/7/2023	10/7/2023	One Time	School Choice & Community Extravaganza	Sign in sheets, photos, promotional materials	Samberg- sign in sheets and submission into Title 1 Canvas page
7/29/2023	7/29/2023	One Time	Back to School Vendor Fest	Sign in sheets, photos, promotional materials	Samberg- photos of event

7/31/2023	8/7/2023	One Time	Infomercial about the benefits of being at a Moonshot School	Video / views of video / parent enrollment in Moonshot Families	Samberg, Brook Flood, Shanti Sanchez, Bridget Lyons, Diana O'Connor- display during Kinder events and during Open House
8/6/2023	10/11/2023	Weekly	Weekly Principal's Message shared through School Messenger, Facebook, PBIS Rewards	School Messenger records, PBIS, FB posts.	Samberg- weekly reports and interactions on district platforms
8/1/2023	10/11/2023	Weekly	Weekly Pow Wow Principal's Press for staff	Smore newsletter, views	Samberg, Van Brimmer- increased communication and reduction of missed information, views of the weekly S'More will be reviewed

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	During the 22-23 school year, Vero Beach Elementary was a pilot Moonshot School. Data showed that in the grade levels that were supported heavily by this initiative had resulted in growth and achievement higher than previous school years. Analyzing school wide Walkthrough data, we saw instructional improvements in all areas from the beginning of the school year to the end of the school year.				Moonshot School Theme
<b>THEORY OF ACTION: If we provide additional professional learning opportunities, coaching and collaboration to support implementation of best practices, and incentivize performance, then we will increase student outcomes and retain high-quality staff who understand our vision and mission.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: All stakeholders can clearly communicate the vision and mission of our work as we create a culture of learning, professional growth, and family engagement to increase student literacy scores to 90% proficiency by 3rd grade.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/24/2023	7/28/2023	One Time	Visioning / Missioning Session @ Moonshot Literacy Institute	Finalized vision / mission statement / teacher & staff feedback and input / pre & post test	Samberg, Connelly - completion of mission and vision that is approved by SAC and made visible throughout the school
7/28/2023	10/11/2023	Monthly	Micro-credentialing program for Science of Reading	Usage / completion rates of microcredentialing courses	Connelly- amount of teachers completing micro-credentialing courses will be monitored monthly
8/1/2023	10/11/2023	One Time	Application for demonstration classrooms	Applications, data from classroom walkthroughs	Connelly, Samberg- review of received applications and selections made
8/1/2023	10/11/2023	Weekly	Weekly arts-integrated support with instructional specialist	Collaborative planning notes, lesson plans	Debbi Arseneaux, Connelly- presence during collaborative planning sessions and visible strategies presented during walkthroughs

# **Vero Beach High School**

## **School Improvement Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

**Name of School and Number :** Vero Beach High School- 0031

**Principal:** Mr. Shawn O’Keefe

**Vice Principal-FLC**

Morgan, Rashard

**Assistant Principal(s)**

Ahrens, Greg

Gonzalez, Vanessa

Griffin, Joy

Hart, Denny

Teachout, Meghan

Carroll, Juliette

## Demographics

<b>School Type and Grades Served</b>	<b>High 9-12</b>	
<b>Title 1 School (Yes/No)</b>	No	
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	45%	
<b>ESSA Subgroups Represented (10 or more students)</b>	Black/African American Students	38%
	Economically Disadvantaged Students	45%

<a href="http://edudata.fl DOE.org">edudata.fl DOE.org</a> <b>NOTE:</b> - For 2023 - 2024, use 2021 - 2022 State Assessment data - Less than 41% will require ESSA add on component	English Language Learners		43%
	Hispanic Students		52%
	Multiracial Students		49%
	Students with Disabilities		34%
	White Students		57%
<b>ESSA Status</b> (TSI, CSI, or ATSI)	TS & I		
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022	<b>C</b>	<b>51%</b>
	2020 – 2021	<b>N/A</b>	<b>N/A</b>
	2019 – 2020	<b>N/A</b>	<b>N/A</b>
	2018 - 2019	<b>B</b>	<b>48%</b>
<b>Pending School Board Approval</b>	September 25, 2023		

**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

Florida's School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023. **To ensure you have the requisite data for the State's SIP, please check each box to confirm your SLT has addressed each of the below assurances.**

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year's low performance, and trends.  
  
Math Achievement 54% for 2021-2022 and 45% for 2022-2023 (Algebra 19% / Geometry 40%) and ELA Achievement 69% for 21-22 and 43% for 2022-2023 and (9<sup>th</sup> – 43% and 10<sup>th</sup> – 51%).
- The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.  
  
9<sup>th</sup> grade ELA achievement fell from 51% for 2021-2022 to 43% for the 2022-2023 school year. Due to this decline ELA achievement overall fell from 50% for the 2021-2022 school year to 47% in 2022-2023.
- The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends.  
  
9<sup>th</sup> grade ELA achievement fell from 51% for 2021-2022 to 43% for the 2022-2023 school year. Due to this decline ELA achievement overall fell from 50% for the 2021-2022 school year to 47% in 2022-2023.
- The following two items have been identified: the most improved component and your school's new action in this area.  
  
Biology and US History had the most growth from the 21-22 to 22-23 school year. Biology and US History will continue to focus on formatives and monitoring in collaborative planning. Professional learning opportunities in formatives and monitoring, collaborative planning, and the PLC process will be provided for all teachers.
- The following items have been identified: one to two potential areas of concern when reflecting on the EWS data.  
  
Black / African American and ESE subgroups

You have ranked your highest priorities for school improvement for the upcoming school year.

70% of Biology students, 55% of US History students, 45% of Algebra students, 50% of Geometry students, and 55% of English 1 and 2 English students will make proficiency as evidenced by state testing student outcomes. Average daily attendance rate will meet or exceed 90%.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> 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.
	<b>Engagement Strategies</b>	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](http://edudata.fldoe.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

The average daily attendance rate increased from 87.2% during the 2021-2022 school year to 89.6% during the 2022-2023 school year. The Black / African American student subgroup showed the most growth – from 80% average daily attendance during the 2021-2022 school year to 89.3% during the 2022-2023 school year. Students made the following growth from the 2021-2022 school year to the 2022-2023 school year on state testing: Biology increased 17 percentage points, US History increased 6 percentage points, Algebra increased 2 percentage points, and Geometry increased 15 percentage points. ELA 1 (9th grade) decreased by 8 percentage points. ELA 2 (10th grade) increased by 1 percentage point.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.

# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Students made the following growth from the 2021-2022 school year to the 2022-2023 school year: Biology increased 17 percentage points, US History increased 6 percentage points, Alegbra increased 2 percentage points, and Geometry increased 15 percentage points. ELA 1 (9th grade) decreased by 8 percentage points. ELA 2 (10th grade) increased by 1 percentage point.				Formatives & Monitoring
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		Students with Disabilities = 34% Federal Index; Black/African American = 38% Federal Index			
<b>THEORY OF ACTION: If teachers monitor weekly results from predetermined formative assessments, and adjust instruction based on results, then students will make growth on state and district progress monitoring assessments in all academic areas.</b>					
<b>DESIRED ACADEMIC OUTCOMES: By the end of Quarter 1, 50% of walkthroughs will show evidence of monitoring and formative assessments. 70% of Biology students, 55% of US History students, 45% of Algebra students, 50% of Geometry students, and 55% of English 1 and 2 English students will make proficiency on their district progress monitoring assessment(s).</b>					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/17/2023	10/12/2023	Weekly	School Leadership Team meetings will occur on Mondays from 2:30 - 4:00 PM.	SLT meeting agendas	School Leadership Team (Principal Shawn O'Keefe, Vice Principal Rahshard Morgan, and assistant principals Joy Griffin, Vanessa Gonzalez, Denny Hart, Greg Ahrens, Meghan Teachout & Juliette Carroll will meet weekly.
8/1/2023	8/1/2023	One Time	Department chairs will be trained on Collaborative Planning PLC process.	Attendance sign-in	Kerri Collis will provide attendance sign-in and PD. SLT will monitor to ensure all department chairs are trained on the Collaborative Planning PLC process.

8/3/2023	8/3/2023	One Time	Entire faculty will be trained on Collaborative Planning PLC process in smaller departmentalized cohorts.	Attendance sign-in	Kerri Collis will provide attendance sign-in and PD. SLT will monitor to ensure all teachers are trained on the Collaborative Planning PLC process.
8/3/2023	8/3/2023	One Time	Entire faculty will be trained on Impact Review Walkthrough tool and correlating look fors.	Attendance sign-in	SLT will monitor to ensure all teachers are trained on the Impact Review Walkthrough tool.
8/7/2023	8/7/2023	One Time	New teacher mentor orientation to discuss monitoring tool and collaborative planning look fors.	New Teacher Breakfast Attendance	Juliette Carroll & Kerri Collis will ensure that all new teachers are trained on monitoring tool and collaborative planning look fors.
8/14/2023	10/12/2023	Weekly	Teachers will meet in Collaborative Planning PLCs.	Collaborative Planning PLC template	SLT will monitor weekly PLD templates.
8/14/2023	10/12/2023	Weekly	Administrators will monitor weekly Collaborative Planning by reviewing Collaborative Planning template and providing feedback regarding formative assessments and monitoring techniques.	PLC Visit Documentation	SLT will monitor weekly Collaborative Planning by reviewing Collaborative Planning template and providing feedback regarding formative assessments and monitoring techniques.
9/1/2023	10/12/2023	Weekly	All administrators will complete a minimum of 10 Impact Review Collection Tools and NEFFs.	District Impact Review Collection Tool electronic form	SLT will monitor trends in Impact Review Collection Tool Data and use the data to create professional learning opportunities.
8/14/2023	10/12/2023	Monthly	All teachers will participate in Professional Learning Pillars.	Attendance sign-in	SLT will monitor attendance from Pillar meetings to ensure all teachers participate.



8/14/2023	10/12/2023	Weekly	Departments will create weekly formative based on course.	Collaborative Planning PLC template; PLC Visit Documentation	SLT will monitor Collaborative Planning PLC templates to ensure collaborative planning PLCs are completing effective planning as evidenced in template.
8/14/2023	8/31/2023	One Time	Identify level 1s and 2s for all content areas based on ELA or EOC data	Teachers will be emailed	SLT will identify all Level 1s and 2s and provide all teachers with this information.
9/11/2023	10/12/2023	Weekly	Teachers will upload lesson plans to Canvas. Lesson plans will include monitoring and formatives.	Lesson plans	SLT will monitor teacher lesson plan uploads to ensure that lesson plans are submitted and that they include monitoring and formatives.
9/1/2023	10/12/2023	Monthly	SLT will monitor state and district progress data for Students with Disabilities and African American students.	PowerBI data will show a decrease in achievement gaps for ESSA subgroups.	SLT will review state and district progress monitoring data monthly to ensure that achievement gaps for ESSA subgroups are decreasing.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	<p>During Quarter 1 of the 2022-2023 school year, VBHS students had 483 ODR incidents from 290 students. These ODR incidents The student average daily attendance rate increased from 87.2% during the 2021-2022 school year to 89.6% during the 2022-2023 school year. The student average daily attendance rate for Black / African American students increased from 80% during the 2021-2022 school year to 89.3% during the 2022-2023 school year.</p>				Communication
<b>THEORY OF ACTION: When families are engaged, students are more likely to attend school and less likely to exhibit undesirable behaviors.</b>					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES: During Quarter 1, ODR incidents will decrease by 5%. As a result of using parent engagement strategies, student average daily attendance for Quarter 1 will meet or exceed 90%.</b>					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
7/27/2023	7/27/2023	One Time	Incoming 9th Grade Parent Night	Parent Attendance Sign-In Sheets	Rahshard Morgan and Jessica Wood will monitor parent attendance for involvement/participation in Incoming 9th Grade Parent Night.
8/6/2023	8/6/2023	Weekly	Sunday Spotlights ConnectEd Call	ConnectEd Call List Report	Shawn O'Keefe will create and broadcast weekly ConnectEd calls with important school information, upcoming events, and procedure and policy information.
8/7/2023	8/7/2023	One Time	Orientation	Orientation Attendance Electronic Microsoft Form	School Leadership Team members will monitor parent attendance for involvement/participation in Orientation.
9/12/2023	9/12/2023	One Time	Open House	Open House Attendance Electronic Microsoft Form	School Leadership Team members will monitor parent attendance for involvement/participation in Open House.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	The average daily attendance rate increased from 87.2% during the 2021-2022 school year to 89.6% during the 2022-2023 school year. The Black / African American student subgroup showed the most growth – from 80% average daily attendance during the 2021-2022 school year to 89.3% during the 2022-2023 school year.				Attendance & Connections
<b>THEORY OF ACTION: If PBIS and the district's Attendance Policy are implemented with fidelity, the average daily attendance rate will increase to 90%.</b>					
<b>DESIRED SCHOOL CULTURE OUTCOMES: The average daily attendance rate for the first quarter will equal or exceed 90%.</b>					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/3/2023	One Time	Welcome Back Faculty Meeting	Attendance sheets	School Leadership Team will monitor attendance sheets to ensure all faculty members attended.
8/10/2023	8/23/2023	One Time	10-Day Count No Show Calls	Excel sheet documenting parent phone calls made daily during the 10-Day Count for No Show students	Vanessa Gonzalez will monitor to ensure parents of all No Show students are called.
8/10/2023	10/12/2023	Monthly	PBIS Team Meeting	Data review to observe changes in attendance trends	Denny Hart and Meghan Teachout will monitor attendance data in PowerBI to track impact of PBIS incentives on attendance rates.
8/10/2023	10/12/2023	Weekly	Attendance Calls	Student Documentation and attendance letter logging	School Leadership Team will monitor Student Documentation and PowerBI attendance app to ensure that students are receiving district policy attendance calls and letter logging.

8/10/2023	10/12/2023	Weekly	Attendance Meetings and Contracts	Student Documentation and signed contracts/attendance plans	MTSS/Denny Hart and Meghan Teachout will monitor attendance plans during weekly MTSS meetings and provide individualized student interventions as necessary.
8/10/2023	10/12/2023	Monthly	Principal P.R.O.P.S Principal Reporting Out Positive Superlatives	List of students chosen by teachers who exhibit characteristics of PBIS: TRIBE	All VBHS Teachers will nominate students who exhibit characteristics of TRIBE & Principal Shawn O'Keefe will meet with and honor students.
8/10/2023	10/12/2023	Bi-Weekly	Run 90% attendance report every 10 school days and notify students of noncompliance. Privileges are returned on the day students return to compliance.	90% Attendance Reports	Jennifer Plate will run 90% attendance report every 10 school days and notify students of noncompliance.
9/20/2023	9/20/2023	One Time	"Donuts with Dads" Breakfast in Half Hour Inn for any male figure	Attendance sign-in	Vanessa Gonzalez will monitor to analyze parent involvement in Donuts with Dads event.

# **Wabasso School**

## **School Improvement Plan**

### **Continuous Improvement Systematized**



**Office of Curriculum and Instruction**  
**2023-2024**

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# School District of Indian River County



## School Information

Name of School and Number: Wabasso School 0131

Principal: Christopher Kohlstedt

Assistant Principal(s):

## Demographics

<b>School Type and Grades Served</b>	Center School- Serving Kindergarten-22 years old		
<b>Title 1 School (Yes/No)</b>	No		
<b>2023-2024 Economically Disadvantaged Rate (FRL) (Survey 3)</b>	58%		
<b>ESSA Subgroups Represented (10 or more students)</b> <a href="http://edudata.fldoe.org">edudata.fldoe.org</a> NOTE: <ul style="list-style-type: none"> <li>- For 2023 - 2024, use 2021 - 2022 State Assessment data.</li> <li>- Less than 41% will require ESSA add on component</li> </ul>	Black/African American Students	28%	
	Economically Disadvantaged Students	58%	
	English Language Learners	0%	
	Hispanic Students	20%	
	Multiracial Students	11%	
	Students with Disabilities	100%	
	White Students	37%	
<b>ESSA Status</b> (TSI, CSI, or ATSI)			
<b>School Grade History</b>	<b>Year</b>	<b>Letter Grade (A, B, C, D, F)</b>	<b>Percentage</b>
	2022 – 2023		
	2021 – 2022		

	2020 – 2021		
	2019 – 2020		
	2018 - 2019		
<b>Pending School Board Approval</b>	September 25, 2023		

## 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 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 Vision Statement

To serve all students with excellence and maximize their full potential.

## 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 resolute 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.

## Comprehensive Needs Assessment

Florida’s School Improvement Plans require several data analyses/reflections as a part of the Comprehensive Needs Assessment. You will address each of these during the Needs Assessment portion of Engage 2023.

- The following three items have been identified: lowest performing data component, contributing factor(s) to last year’s low performance, and trends. ALL student scores are considered in alignment with their IEP goals. Therefore, it is unreasonable to concentrate on the lowest performing students since all our students have goals that are independently set and monitored through a legally binding document.



- ☒ The following two items have been identified: the most significant decline from the prior year and contributing factor(s) to this decline.
- ☒ The following three items have been identified: the most significant gap compared to the state average, contributing factors, and trends. The Wabasso school does not receive calculations comparing us to the state as we do not obtain a school grade.
- ☒ The following two items have been identified: the most improved component and your school's new action in this area. Our focus this year will be on quality lesson planning and quality, rigorous, standards-based instruction.
- ☒ The following items have been identified: one to two potential areas of concern when reflecting on the EWS data. Attendance continues to be a concern at the Wabasso School. We will continue to consistently communicate absenteeism, proactively celebrate attendance, and provide multiple family engagement opportunities for families to attend to try and improve student attendance.
- ☒ You have ranked your highest priorities for school improvement for the upcoming school year. Our highest priorities are Academic-lesson planning and instructional delivery, Culture and Climate, increase attendance, and Family Engagement- Opportunities for families to attend and unite with Wabasso staff.

## Planning Timeline

<b>SIP Phase 1: Analyze, Reflect, and Identify</b>	
Implementation of SIP Phase 1 (Pending SAC approval)	August 1- October 31
Phase I SIP Development and Review at Engage	July 18- 20
District SIP Review and Feedback	July 24-26
SLTs Update SIP Phase 1 with District Feedback	July 27-31
Final Phase I SIP Due in Canvas Leadership Hub	August 1
Presentation of SIP Phase 1 to Staff at School Based PD Day	August 3-9
SIP Approved by SAC	August 31
SIP prepared for School Board Meeting	September 15
Board Meeting to Approve SIP	September 25
Impact Walks	September 26 - October 12
DataCom	October 13

# Phase 1

## Data Analysis – Analyze, Reflect, Identify

### July 18 – 20, 2023 Engage

Engage 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 2023-2024 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: Academics, Community and Family Engagement (focused on communication), and Culture and Climate (elementary focused on School Theme, middle focused on Teaming, and high focused on Attendance or Code of Conduct).
- Develop a Theory of Action
- Create an action (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 2023-2024 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 Academics, Community and Family Engagement, and Culture and Climate.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLTs will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to Academics, Community and Family Engagement, and Culture and Climate. SLT's will document their work in the Data Systems Review (Data Synopsis) 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:
  - Academics
  - Community and Family Engagement
  - Culture & Climate
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 Academics, Community and Family Engagement, and Culture and Climate. Collaborative Planning will be the foundational work that will support all goal areas and high-yield strategies.
4. SLTs 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 2023-2024 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,” or “Capacity Building 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
	<b>Standards Aligned Instruction</b>	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.
	<b>Differentiated Instruction</b>	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.
	<b>Monitoring &amp; Feedback</b> Formative Assessments	The use of formative assessment has two 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.
	<b>Engagement Strategies</b>	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](http://edudata.fl DOE.org) to assist in the identification of those target subgroup(s). [Federal Index and ESSA Support Categories](#). For the 2023-2024 school year, state assessment data from 2021-2022 will be used due to the delay in FLDOE releasing the "Preliminary School Grades" (expected release in Winter 2023).

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) being addressed.

If a school meets all subgroups' expectations, input **N/A** in the **Needs Assessment Summary (Data Synopsis)** 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). The Needs Assessment Summary details 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 (Data Synopsis)

Internally, we need to improve our planning for and delivery of quality lessons, aligned to the standards. Though human resources are a strength at the Wabasso School, the challenge that we are faced with to meet our priority goals is having only one administrator to evaluate everything. The SLT is sharing the responsibilities that are created in the SIP, however, only one is an administrator, one is a teacher on assignment, taking the non-evaluative role of the Assistant Principal and the other three members are classroom-based employees, limiting their opportunity to help with LIVE monitoring. We have not been offered additional supports to date so we are looking for ways to better utilize and prioritize our time and efforts toward the growth of the school. We have historically lost momentum with informal monitoring to formal evaluations for every team member by only one administrator. The Curriculum and Instruction team has verbalized that they will come by if we call, and the ESE team has offered the same. As the school leader, I am not sure if a "drive by" is going to have any significant impact on our development, but we do appreciate the offer.

## Finalize Action Steps & Stakeholder Engagement

### August 1 – October 12, 2023

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 Academics, Community and Family Engagement, and Culture and Climate. The development of the Academics, Community and Family Engagement, and Culture and Climate Implementation Steps will be finalized by October 12, 2023.

#### School Leaders will:

- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for Academics, Community and Family Engagement, and Culture and Climate
- 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 2023-2024 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 including a start and end date. Additionally, identify whether this action will be occurring one-time, weekly, bi-weekly, or monthly.
- 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.

## 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 & DataCom

### Impact Review Walks

#### September 26 – October 12, 2023

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).

### DataCom

#### October 13, 2023

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

# Phase 2

## Full Implementation

### Modify SIP

**October 13 - 17, 2023**

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

### Full Implementation

**October 17 – December 20, 2023**

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 high 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 Academics, Community and Family Engagement, and Culture and Climate. 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 STLs** – the point is to focus on one or two strategies until they become sustainable and then move on to the next strategy, most likely to support academic success.

### Mid-Year Reflection

**December 2023**

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

### Impact Review Walks

**January 12 - 25, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make mid-year modifications to the SIP.

### DataCom

**January 26, 2024**

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the Full Implementation Steps through the Systems Review and Data Reflection
- Revise and/or develop Academics, Community and Family Engagement, and Culture and Climate 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.



# Phase 3

## Mid-Year Implementation

### Modify SIP

**December 20, 2023 – January 20, 2024**

### Implementation

**January 29 – May 31, 2024**

During the Mid-Year Implementation, schools will execute 2<sup>nd</sup> Semester Implementation Steps. The school leadership team will monitor, facilitate, and assess the degree to which steps were executed based on collected evidence.

- Monitor the execution of Quarter Mid-Year Implementation Steps to ensure a high degree of fidelity.

### High Yield Strategies

Review high yield strategies with SLTs.

## Steps to complete the Data & Systems Review and Implementation Plan

### Data and Systems Review

1. The School Leadership Team (SLT) will discuss data and the potential next steps for improvement.
2. The SLT brainstorms the High Yield Strategies that will support their specific needs for the following goal areas:
  - Academics
  - Community and Family Engagement
  - Culture and Climate
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on one High Yield Strategy to implement for the third quarter that will have the greatest impact on Academics, Community and Family Engagement, and Culture and Climate. This may be the same High Yield Strategy as in the first semester, or if it was implemented with fidelity and is fully sustainable, the SLT may decide to move on to the next High Yield Strategy that will positively impact student learning.
4. SLT's will reevaluate the PD plan and the alignment to the implementation steps. Adjust if needed.
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 Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area's most necessary for school improvement.

## Systems Review & DataCom

### Impact Review Walks

**March 11 – March 19, 2024**

Using the Impact Review process and the overall findings 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 with the data from Data.Com to make final modifications to the SIP and facilitate the End of Year Reflection Phase.

### Targeted DataCom

**Week of March 18, 2024**

District leadership will visit schools to have individual meetings with leadership teams. These school visits will be targeted and specific to each school, the specific data, and school's needs. School Leadership Teams can use the feedback to make minor adjustments to the Mid-Year Implementation Steps.

Using information from the Impact Review process and Data.Com, SLTs will modify the SIPs.

- Evaluate and reflect on the success of the plan.
- Revise and/or develop Academics, Community and Family Engagement and Culture and Climate plans for final adjustments to the Implementation Steps.

# Phase 4

## End-of-Year Reflection

Use data findings from the 2023-2024 school year to plan for the Engage Leadership Summit in July 2024.

Data Rating	DATA SYNOPSIS				High Yield Strategy  Which High Yield Strategies will contribute the most to school improvement?
<b>ACADEMICS SIGNIFICANT DATA FINDINGS</b>	Total students -53 28 students not tested (individualized performance evaluations) 17 FSAA Tested 8 FAST (The specific focus for Wabasso.)				Differentiation and Monitoring
<b>List ESSA SUBGROUP that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.</b>		Each student being served at Wabasso has an IEP and the IEP serves as the primary indicator of student need. Each student is performing below grade level. However, through ongoing monitoring of data and IEP goals, each student's progress is frequently measured for alignment or progress toward their individual goals.			
<b>THEORY OF ACTION:</b> If standards-based lesson plans are developed through a collaborative process, facilitated by an experienced teacher, and monitored for implementation and efficacy, then students will be more engaged in meaningful and purposeful instruction and will have a higher likelihood of increased outcomes on performance and IEP measures.					
<b>DESIRED ACADEMIC OUTCOMES:</b> Academic growth scores will improve with the intent of proficiency. IEP goals will be met and replaced with a new goal as goals are achieved.					
<b>IMPLEMENTATION PLAN for ACADEMICS</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/7/2023	10/12/2023	Weekly	Collaborative Planning for FSAA. 7:30-8:15 every Tuesday	Consistent, high quality, standards-based instruction- Agenda	Chris Kohlstedt-Principal and/or Alyssa Hartmann- A.P. will review lesson plans for content and instructional differentiation.
8/7/2023	10/12/2023	Weekly	ULS Lesson Plan development (PD), review the How, Why of implementation.	Standards-based lesson plans including differentiation and IEP goals/accommodations.- sign in sheet	Alyssa Hartmann- A.P. will meet with teachers every Tuesday to review lesson plans and discuss lesson implementation.
8/10/2023	10/12/2023	Weekly	Classroom walkthroughs to monitor instructional delivery aligned to standards-based lessons.	Walkthrough tool.	Chris Kohlstedt-Principal Alyssa Hartmann- A.P. will use carbon copied Feedback form, leaving a copy for the teacher and one for school data collection record.
8/10/2023	10/12/2023	Bi-Weekly	Scheduled data chats held with each teacher during his/her planning period.	IEP Goal Progress Monitoring, Formative Assessments, Summative Assessments, Behavioral Data.	Chris Kohlstedt-Principal Alyssa Hartmann- A.P. will discuss relevant data, determine next steps and collect the data samples.

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>COMMUNITY AND FAMILY ENGAGEMENT SIGNIFICANT DATA FINDINGS</b>	Our data shows that less than 50% of our families attend events. Certain events such as Special Olympics seem to attract more family engagement. In 2022-2023, we increased our family engagement offerings to increase the likelihood of family attendance. We provided a variety of family engagement events with an attempt to attract parents, extended family and friends. Some of our events were for fellowship, some competition, others information and others academic rewards.				Communication
<b>THEORY OF ACTION:</b> If families are given a variety of opportunities and reasons to access their student's school, relationships between school and families will strengthen and families will see the value in what their child is accomplishing at school. This will aide in making connections and therefore increase the student attendance as well.					
<b>DESIRED COMMUNITY AND FAMILY ENGAGEMENT OUTCOMES:</b> The goal will always be to have 100% family participation at 100% of the family engagement opportunities. We believe that a realistic outcome would be to increase family participation to a minimum of 50% regularly. Dependent on the need, community support is consistently present. They provide partnerships, host/co-host student events , and provide financial sponsorships to the Wabasso School.					
<b>IMPLEMENTATION PLAN FOR COMMUNITY AND FAMILY ENGAGEMENT</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/8/2023	8/8/2023	One Time	Orientation 9:00-12:00	Parent Sign in	Sign in sheet- Chris Kohlstedt, Jaime House Administrative Assistant, Alyssa Hartmann, TOA
8/12/2023	10/12/2023	Weekly	Updates via School Messenger	School Messenger Log	Chris Kohlstedt, Review School Messenger Report, Principal
8/10/2023	10/12/2023	Monthly	Newsletter	Newsletters will be distributed	Jaime House/Teachers-Send home with Planner
9/8/2023	9/8/2023	One Time	Grandparents Breakfast	Sign in Sheet	Dustin Shepard/Susan Wardlow-collect sign in sheet
10/18/2023	10/18/2023	One Time	Awards Ceremony	Sign in Sheet	Dustin Shepard/Susan Wardlow-collect sign in sheet

Data Rating	DATA SYNOPSIS				CAPACITY BUILDING STRATEGIES
<b>SCHOOL CULTURE SIGNIFICANT DATA FINDINGS</b>	Student average daily attendance fluctuated from (Low)86.99% in March to (High)91.55% in February. Wabasso has traditionally experienced an excess of absences that appear to be unrelated to medical needs or illness.				Connections
<b>THEORY OF ACTION:</b> If students attend school more frequently, they have a higher likelihood of obtaining more information relevant to meet their IEP goals at an earlier date so that goals can be met and re-written more frequently for each child.					
<b>DESIRED SCHOOL CULTURE OUTCOMES:</b> Wabasso expects that some absences will be excused due to medical need related to their exceptionality but we believe that we should exceed 90% attendance every month. If students attend and are physically present for instruction, and we improve our instructional practice through lesson planning and quality, rigorous, standards based lessons, our student will achieve higher scores on state tests, increase their independence and self-advocacy and meet their IEP goals sooner.					
<b>IMPLEMENTATION PLAN for SCHOOL CULTURE</b>					
START DATE	END DATE	FREQUENCY	ACTION ITEM	EXPECTED EVIDENCE	MONITORING
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	Weekly	Call home	Call logs	Alyssa Hartmann-Check logs and assist making calls.
10/18/2023	10/18/2023	Monthly	Award Attendance 11:30-12:00	Increased number of attendance certificates	Alyssa Hartmann-Gather Monthly data for "perfect attendance"
8/1/2023	10/12/2023	Weekly	Attendance notices	Notes in FOCUS	Alyssa Hartmann will send home attendance notices if/when needed.
8/1/2023	10/12/2023	Weekly	Global Weekly attendance rates to parents	School Messenger Log	Alyssa Hartmann-Gather attendance report and give to Principal. Chris Kohlstedt will conduct weekly School Messenger.