

# Indian River Elementary School



# 2016-17 Schoolwide Improvement Plan

## Indian River Elementary School

650 ROBERTS RD, Edgewater, FL 32141

<http://myvolusiaschools.org/school/indianriver/pages/default.aspx>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Volusia County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Indian River Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

We, the Indian River faculty, staff, students and parents respectfully encourage each other to excel with enthusiasm, excitement and energy as we responsibly explore the world around us.

##### b. Provide the school's vision statement.

The vision of Indian River Elementary School is to provide our children with educational programs of the highest value, along with related services of worth, in an environment that is safe, healthy, happy and orderly. The cooperative efforts of the family, the community and the school will guarantee to every student the opportunity to develop the knowledge and values necessary to be an informed citizen.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students participate in a process with their teacher in the beginning of the year called "What I want to be when I grow up" and modified versions of that. The teachers and students share about themselves and compare similarities and differences. Diversity is established and acceptance is encouraged.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school has all secured buildings before, during, and after school. All visitors and volunteers must sign in at the front office prior to entering any secured area. School counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. School leadership along with teachers provide effective campus monitoring throughout the school day. Through this visibility, the students have access to adults to express any concerns.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School and classroom rules are clearly displayed in all classrooms and they are implicitly taught and reinforced throughout the year. The Volusia County School District code of conduct is reviewed and signed by parents and students. A parent-teacher-student compact was developed and reviewed by the teacher during open house to both the student and the parent. This compact outlines responsibilities of all stakeholders. The Title 1 Parent-Teacher-Student Compact is discussed at parent conferences. Positive referrals will be used to focus on the appropriate behaviors of the students.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school offers the following non-violence and anti-drug programs:

- \* Halifax Counseling
- \* Student Mentoring Program
- \* Small group counseling.
- \* Suicide prevention program.
- \* Bullying program.
- \* Abuse program.

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card and teacher evaluation submissions to the counselor for review. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselors, and school social workers) provide direct and indirect evidence-based supports to students identified through the screening measure.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### **a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Our school regularly (at least 2-3 times monthly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- \* At risk if GPA is below a D.
- \* Overage for grade.
- \* Office Discipline Referrals +2.
- \* Attendance below 90% regardless if excused.
- \* Year to date suspensions 1 or more.
- \* Number of prior retention's 1 or more.
- \* Level 1 score on the statewide FCAT in ELA or Math.

#### **b. Provide the following data related to the school's early warning system**

##### **1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	1	1	6	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
BL: Attendance below 90% regardless of excused	0	0	1	1	6	1	0	0	0	0	0	0	0	9
Qtr 2: Attendance below 90% regardless of excused	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Attendance below 90% regardless of excused	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Attendance below 90% regardless of excused	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Qtr 1: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 2: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: 2 or more Office Discipline Referrals	0	0	1	1	5	0	0	0	0	0	0	0	0	7
Qtr 1: 2 or more Office Discipline Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 2: 2 or more Office Discipline Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: 2 or more Office Discipline Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: 2 or more Office Discipline Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Level 1 in FCAT ELA or Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Qtr 1: Level 1 in FCAT ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 2: Level 1 in FCAT ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Level 1 in FCAT ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Level 1 in FCAT ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: 1 or more retention	0	0	1	1	3	1	0	0	0	0	0	0	0	6
Qtr 1: 1 or more retention	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 2: 1 or more retention	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: 1 or more retention	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: GPA below a D	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: GPA below a D	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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



**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators above that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities (PLC's) in which group data are considered and evidence-based interventions are developed to address the areas of concern.

Regular review (2-3 times monthly) of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern(i.e.: if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311720>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school builds and sustains partnerships with the local community by inviting community members to our school functions. We invite the public to school functions on the marquee, letters home and through the Connect 5 telephone system. We will host a Fall Festival, Science Night, Technology/FSA Night, Author Night, Rad Dads Read and Publix Math Night. Our school also encourages community members to volunteer.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Salzano, Sara	Teacher, K-12
Crkvenac, Carrie	Principal
Cameron, Theresa	Teacher, K-12
Dirlam, Melissa	Teacher, K-12
Hughes-Norman, Crissy	Teacher, K-12
Halcomb, Martha	Instructional Coach
Booth, Mercedes	Teacher, K-12
Turnbow, Tina	Teacher, K-12
Graham, Tracy	Teacher, K-12
Stevens, Ruth	Teacher, K-12
Salazar, Lisa	Teacher, ESE
Rogers, Cathy	Teacher, K-12
Slifkin, Kristy	Teacher, K-12
Holmgreen, Jennifer	Assistant Principal

## b. Duties

### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at INDIAN RIVER ELEMENTARY

- Academic Intervention Teacher
- \* Academic Coach
- Sponsoring Homeless Families
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Family Involvement Activities such as: Sponsoring Rad Dads Reads and
- Sponsoring Science Night

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sara Salzano	Teacher
Robert Schultz	Teacher
Theresa Lee	Education Support Employee
Patricia Crouse	Business/Community
Casey Smith	Parent
Laura Henry	Parent
April Michalowski	Parent
Lorie Sablad	Parent
Matthew Cushman	Parent
Carrie Crkvenac	Principal
Colleen Zelonka	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### a. Evaluation of last year's school improvement plan

We began evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. The school Leadership Team then shared the results with school faculty as well as the School Advisory Council to receive input.

#### b. Development of this school improvement plan

The SAC Board will:

\*EXPECTATIONS and involvement for

SCHOOL ADVISORY COUNCIL (SAC) MEMBERS

1. Actively participate in the school improvement process and attend all SAC meetings.
3. Assist in using Florida's education goals and the district's goals as guiding principles.

4. Assist in examining all aspects of the school when developing the School Improvement Plan (SIP).
5. Assist in prioritizing the needs of the school.
6. Assist in developing strategies for improving the areas of need.
7. Assist in developing a plan for measuring the results of the SIP.
8. Assist in the preparation and evaluation of the SIP.
10. Assist in deciding how to spend the SAC funds to meet the SIP goals.

We have established a 58% community/parent involvement.

*c. Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at our SAC meeting each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings. The monies spent must align with our SIP and it must be voted on by the SAC Committee.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

School Improvement funds are allocated based on requests submitted by the faculty and staff for projects related to support school improvement goals. Each request is reviewed by SAC and voted upon for approval. The funds spent were as follows:

\$234 for Mrs. Preston for writing journals in k and 1st grade.

\$300 Mrs. Crkvenac for books for 2nd grade.

\$630 for 5th grade novels to Mrs. Melton.

\$584 to Mrs. Cameron for a 3rd grade book study.

\$400 to Coach Robitzsch for a PE convention.

\$800 to Sara Salzano for wireless laser presenters.

\$500 to Mrs. Halcomb for Curriculum Night.

\$844 to Mrs. Carden and Ms. Martin for 2 ipad Airs

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Crkvenac, Carrie	Principal
Salzano, Sara	Teacher, K-12
Cameron, Theresa	Teacher, K-12
Dirlam, Melissa	Teacher, K-12
Hughes-Norman, Crissy	Teacher, K-12
Halcomb, Martha	Instructional Coach
Booth, Mercedes	Teacher, K-12
Turnbow, Tina	Teacher, K-12
Graham, Tracy	Teacher, K-12
Stevens, Ruth	Teacher, K-12
Salazar, Lisa	Teacher, ESE
Rogers, Cathy	Teacher, K-12
Slifkin, Kristy	Teacher, K-12
Holmgreen, Jennifer	Assistant Principal

#### **b. Duties**

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. Our LLT meets two times a month on a Wednesday during teacher planning time called PLC. The LLC provides an agenda and co-facilitates the meeting. LLT team members responsibilities include: attend meetings to review data, share literacy strategies presented at PLC, assist and support development of classroom implementation strategies, and supervise and support the school-wide implementation of differentiated instruction and implementation of Florida Standards.

#### **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

##### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Common planning, Professional Learning Communities(PLC's), Team Planning, academic intervention and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLC's make recommendations for students to be reviewed and assisted by the school's Problem Solving Team(PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLC's also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted to administration for monitoring purposes.

Vertical Teams are grade levels collaborating with each other to provide feedback on each grades expectations and lessons. The purpose is to provide information to the grade below to help them understand the expectations of the up coming year. It will identify gaps in the curriculum and help the teachers plan accordingly. Each Vertical team meets for collaboration and instructional adjustment and planning.

Grade level meetings are held biweekly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content area. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The Leadership Team (which includes an academic coach and intervention teacher) meets to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits from peers. The coach will work side by side with teachers to enhance instruction.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) (Administration)
2. Leadership Opportunities (partnerships with colleges for interns, opportunities for advanced degrees) (Administration)
3. Professional Development (Administration and Instructional Leaders)
4. PLC Activities (PLC grade levels)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Celebrations/Teacher Recognition Programs (Pride Assemblies, newsletters, Teacher Appreciation Week, Teacher of the Year) (Carrie Crkvenac)
7. Promotion of School (school website, ConnectEd) (Carrie Crkvenac)
8. Manatee Honor Assemblies (Carrie Crkvenac)

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

All first year teachers are being mentored by a district-assigned Peer Assistance and Review (PAR) Teacher.

Activities include: Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program. Each teacher will participate in grade level PLC meetings to collaborate with their grade level school-based veterans on data, activities, and expectations and provide mentoring. Mrs. Crkvenac is our schools contact to assign E3 mentor teachers for new and second year teachers.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

All Volusia County public school programs meet or exceed state requirements. Teacher teams create formative and summative assessments to monitor student achievement in core courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLC's), Team Planning, District support, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

#### **b. Instructional Strategies**



**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Common planning has allowed teachers to participate in bi-weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the academic coach and Intervention Teacher, create targeted instruction lessons during PLC's. Students requiring intensive remediation receive additional support from academic coach, instructional tutors, mentors, and student tutors. When necessary, PLC's make recommendations for students to be reviewed and assisted by the schools Early Warning System (EWS) team or Problem-Solving Team (PST). Additionally, PLC's are held to review student data and address specific academic and behavioral concerns across the content areas. As a result, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The Leadership Team meets bi-weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of video taping or allowing class visits. The instructional coach works side by side with teachers to enhance instruction. The coach will diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 1,800

STAR Tutoring program offered to 4th - 5th grade scoring a level one on 2016 FSA in either math or reading.

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Crkvenac, Carrie, clcrkven@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

A computer based program called I-Ready that advances the students upon mastery of each individual skill specific to each student's needs.

**Strategy:** Extended School Day

**Minutes added to school year:** 180

Science Night is to teach parents and students science strategies to do at home.

***Strategy Rationale***

Engaging parents and students to take responsibility for their learning and fun ways to do it.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Attendance turn out and the correct number of questions on handout given to each family in attendance.

**Strategy:** Extended School Day

**Minutes added to school year:** 180

Publix Math Night will provide parents and students with real-life, fun math activities.

***Strategy Rationale***

Math night at Publix helps the students see a real-world connection to mathematics. It allows the parents to be involved in their learning as well.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Salzano, Sara, sasalzan@volusia.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Attendance turn out and the correct number of questions on handout given to each family in attendance.



**Strategy: Extended School Day**

**Minutes added to school year: 540**

Parent training for SAC to increase parent knowledge of school's expectations and academic focus.

**Strategy Rationale**

Parents on the SAC Committee will know their responsibilities as a member.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Salzano, Sara, sasalzan@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Attendance at monthly SAC meetings.

**Strategy: Extended School Day**

**Minutes added to school year: 600**

Parent To Kids Program is to assist parents how to help their child excel in school.

**Strategy Rationale**

PTK can help parents in assisting their child at home. It teaches learning strategies to both the parent and the student.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Classroom teachers of targeted students will track the effectiveness of parental involvement and homework, as well as increase the child's test scores.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**      If we implement the use of higher order questioning among teachers and students in a collaborative environment, then student engagement and achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If we implement the use of higher order questioning among teachers and students in a collaborative environment, then student engagement and achievement will increase. 1a

G083414

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	65.0
FSA Mathematics Achievement	65.0
Math Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of professional learning of questioning and deeper understanding.
- Lack of collaboration on teams.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Research based Instructional and assessment websites, Eduphoria and Gradebook.
- Peer collaboration through PLC's and team planning.
- Support services: Guidance Counselor, School Psychologist and Social Worker.
- District Curriculum Maps
- District Liasions
- Academic Coach
- ESE Resource and support facilitation teachers
- Intervention Teacher
- Lesson study
- Professional Learning
- Feedback from walk throughs
- Faculty meeting time used for team planning and collaboration.

**Plan to Monitor Progress Toward G1.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Carrie Crkvenac

**Schedule**

On 12/1/2016

**Evidence of Completion**

SIP Progress Monitoring Minutes and sign in sheet.

**Plan to Monitor Progress Toward G1.** 8

SIP Mid Year Review

**Person Responsible**

Carrie Crkvenac

**Schedule**

On 2/1/2017

***Evidence of Completion***

SIP Progress Monitoring Minutes and sign in sheet.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we implement the use of higher order questioning among teachers and students in a collaborative environment, then student engagement and achievement will increase. 1

 G083414

**G1.B1** Lack of professional learning of questioning and deeper understanding. 2

 B221161

**G1.B1.S1** Provide professional learning on questioning and discussion (Webb). 4

 S233440

### Strategy Rationale

Develop knowledge and skills to increase the use of higher order thinking questions.

### Action Step 1 5

3b Questioning and Discussion Training.

#### Person Responsible

Jennifer Holmgreen

#### Schedule

Every 2 Months, from 8/15/2016 to 5/1/2017

#### Evidence of Completion

Sign in sheets and walk throughs.

### Action Step 2 5

Lesson Study

#### Person Responsible

Carrie Crkvenac

#### Schedule

Semiannually, from 10/10/2016 to 2/28/2017

#### Evidence of Completion

Lessons developed and observation of the lesson.



**Action Step 3** 5

Kagan training.

**Person Responsible**

Carrie Crkvenac

**Schedule**

Monthly, from 9/19/2016 to 1/20/2017

***Evidence of Completion***

Administration walk throughs.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Exit tickets to check for understanding following professional learning opportunities.

**Person Responsible**

Jennifer Holmgreen

**Schedule**

Monthly, from 9/1/2016 to 5/10/2017

***Evidence of Completion***

Analysis of exit ticket data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Data walks followed by SBLT discussion of effectiveness.

**Person Responsible**

Carrie Crkvenac

**Schedule**

Monthly, from 9/1/2016 to 5/10/2017

***Evidence of Completion***

Data walk documents and SBLT minutes.

**G1.B2** Lack of collaboration on teams. **2**

 B221162

**G1.B2.S1** Provide Professional Learning on highly effective PLC's to improve practice. **4**

 S233441

**Strategy Rationale**

Develop knowledge to increase effective communication during Professional Learning Communities.

**Action Step 1** **5**

Provide professional learning on District PLC Rubric and use rubric to assess needs.

**Person Responsible**

Martha Halcomb

**Schedule**

On 10/26/2016

***Evidence of Completion***

PLC Rubric Data, Agenda and Minutes.

**Action Step 2** **5**

Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the meeting.

**Person Responsible**

Martha Halcomb

**Schedule**

Monthly, from 9/1/2016 to 5/10/2017

***Evidence of Completion***

PLC rubric data.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Determine status toward the completion of action steps 1 - 4 during monthly SBLT

**Person Responsible**

Carrie Crkvenac

**Schedule**

Monthly, from 9/1/2016 to 5/10/2017

***Evidence of Completion***

SBLT meeting minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Discuss the effectiveness of the PLC's and analyze collective data.

**Person Responsible**

Carrie Crkvenac

**Schedule**

Monthly, from 9/1/2016 to 5/10/2017

***Evidence of Completion***

Coach's meeting minutes.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.A1 A299248	Provide professional learning on District PLC Rubric and use rubric to assess needs.	Halcomb, Martha	9/1/2016	PLC Rubric Data, Agenda and Minutes.	10/26/2016 one-time
G1.MA1 M303574	SIP Progress Monitoring Meeting	Crkvenac, Carrie	10/14/2015	SIP Progress Monitoring Minutes and sign in sheet.	12/1/2016 one-time
G1.B1.S1.A3 A299247	Kagan training.	Crkvenac, Carrie	9/19/2016	Administration walk throughs.	1/20/2017 monthly
G1.MA2 M303575	SIP Mid Year Review	Crkvenac, Carrie	1/9/2017	SIP Progress Monitoring Minutes and sign in sheet.	2/1/2017 one-time
G1.B1.S1.A2 A299246	Lesson Study	Crkvenac, Carrie	10/10/2016	Lessons developed and observation of the lesson.	2/28/2017 semiannually
G1.B1.S1.A1 A299245	3b Questioning and Discussion Training.	Holmgreen, Jennifer	8/15/2016	Sign in sheets and walk throughs.	5/1/2017 every-2-months
G1.B1.S1.MA1 M303570	Data walks followed by SBLT discussion of effectiveness.	Crkvenac, Carrie	9/1/2016	Data walk documents and SBLT minutes.	5/10/2017 monthly
G1.B1.S1.MA1 M303571	Exit tickets to check for understanding following professional learning opportunities.	Holmgreen, Jennifer	9/1/2016	Analysis of exit ticket data.	5/10/2017 monthly
G1.B2.S1.MA1 M303572	Discuss the effectiveness of the PLC's and analyze collective data.	Crkvenac, Carrie	9/1/2016	Coach's meeting minutes.	5/10/2017 monthly
G1.B2.S1.MA1 M303573	Determine status toward the completion of action steps 1 - 4 during monthly SBLT	Crkvenac, Carrie	9/1/2016	SBLT meeting minutes.	5/10/2017 monthly
G1.B2.S1.A2 A299249	Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the...	Halcomb, Martha	9/1/2016	PLC rubric data.	5/10/2017 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we implement the use of higher order questioning among teachers and students in a collaborative environment, then student engagement and achievement will increase.

**G1.B1** Lack of professional learning of questioning and deeper understanding.

**G1.B1.S1** Provide professional learning on questioning and discussion (Webb).

### PD Opportunity 1

3b Questioning and Discussion Training.

#### Facilitator

Martha Halcomb

#### Participants

Entire Staff

#### Schedule

Every 2 Months, from 8/15/2016 to 5/1/2017

### PD Opportunity 2

Lesson Study

#### Facilitator

Meg Roa

#### Participants

3rd - 5th grade teachers.

#### Schedule

Semiannually, from 10/10/2016 to 2/28/2017

### PD Opportunity 3

Kagan training.

#### Facilitator

Kagan Trainer

#### Participants

Entire Faculty

#### Schedule

Monthly, from 9/19/2016 to 1/20/2017

**G1.B2** Lack of collaboration on teams.

**G1.B2.S1** Provide Professional Learning on highly effective PLC's to improve practice.

### PD Opportunity 1

Provide professional learning on District PLC Rubric and use rubric to assess needs.

#### Facilitator

Martha Halcomb

#### Participants

Entire faculty.

#### Schedule

On 10/26/2016

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	3b Questioning and Discussion Training.					\$0.00
2	G1.B1.S1.A2	Lesson Study					\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			3651 - Indian River Elem. School	Title I, Part A		\$3,600.00	
			Notes: Budget for substitute teachers.				
3	G1.B1.S1.A3	Kagan training.					\$4,553.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			3651 - Indian River Elem. School	SIG 1003		\$4,353.00	
			Notes: \$4,149.00 Kagan Coach (Lori Allnutt) from Kagan Company \$204.00 Materials for training				
			3651 - Indian River Elem. School	Title I, Part A		\$200.00	
			Notes: Substitutes for Coach.				
4	G1.B2.S1.A1	Provide professional learning on District PLC Rubric and use rubric to assess needs.					\$0.00
5	G1.B2.S1.A2	Observe PLC teams in action and provide immediate feedback using the PLC rubric at the end of the meeting.					\$0.00
Total:							\$8,153.00