

School District of Indian River County

# Vero Beach Elementary School



**2018-19 Schoolwide Improvement Plan**

## Vero Beach Elementary School

1770 12TH ST, Vero Beach, FL 32960

[www.indianriverschools.org](http://www.indianriverschools.org)

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	F	D*

\*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 Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

### 2018-19 DA Category and Statuses for Vero Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

At Vero Beach Elementary, we empower our tribe, within our campus and the community, to SLIDE into innovation. Through collective problem solving and engagement, we will achieve excellence in Science, Literacy, Inquiry, Design, and Engineering.

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

At Vero Beach Elementary, our tribe inspires authentic learning through engagement and innovation.

#### 2. School Environment

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

We celebrate our diverse culture and encourage our families to strengthen the bonds of collaboration by facilitating monthly events that focus on character building, academic achievement, and life-long learning. We build upon this by visually representing the diversity of our students with large canvas photography spread evenly across our campus.

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

School-wide expectations are delivered through assemblies, digital reminders, and daily morning announcements. Our PBS VIBE is posted throughout the school and monitored by the teachers using WAMPUMS as a resource for recognizing students following our expectations.

Students are expected to

Value Respect

Inspire Others

Be Responsible

Exercise Safety

As a precaution, we have implemented a student incident report system that allows students to have a voice and document and incidences that violate their safety or the safety of others. These are addressed daily by our Behavior Intervention Team.

Our PBS Title One Teachers and our Behavior Intervention Specialist did a school -wide, classroom by classroom, anti-bullying presentation with the PBIS message of stop, walk, talk. This also gave students and teachers the step by step process of reporting any incidents that make them uncomfortable or that they may perceive to be bullying.

In addition, Vero Beach Elementary is committed to bringing families into our school. We have planned night time family engagement events quarterly that help connect the content to an activity that students and families can all relate to. To start our year, we did a school-wide plan for social emotional learning through our specials. Students will spend a full week learning about the "VIBE" and then will learn about 5 different individuals who dreamed big and made an impact in their world. Each person our students will learn about will be introduced through a read-aloud and literacy piece. This will expand our specials area teachers impact on our overall school climate and show our

students that we are united in literacy. Our culminating activity is to bring in our parents and do a family movie night after our Open House tying in the "dream" of the main character in the movie we will show to go with our overall theme, "if you dream it you can do it."

We have also incorporated the Sanford Harmony program resources into our daily morning meeting time. Students will have an opportunity to connect and share out their thoughts on topics throughout the year that are tied to social emotional learning.

We are pushing out all of our information on social media in both English and Spanish to help keep our families informed. With 1/6th of our families ESOL it's important for us to ensure they know what is taking place on our campus.

**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.**

Our Positive Behavior Support (PBS) Team meets regularly to develop and monitor the school-wide behavior system. Faculty and staff receive ongoing training in the PBS model. Classroom rules are developed and posted based on our PBS VIBE for our school. Students participate in our daily Brain Smart Start to help them become cognitively ready to learn and build classroom culture.

Teachers have been trained on classroom engagement strategies for student in poverty. We have also implemented our "Call for Assistance" protocol to help teachers become effective problem-solvers and minimize classroom disruptions.

1. What classroom procedures do you already have in place?
2. What interventions did you utilize prior to calling the office for assistance? What were the results?
3. This is what I did that worked with that student (describe specific steps).
4. How do you think that would work if you tried it?
5. What plan can we put in place to help teach that student the appropriate behaviors
6. How can we monitor the effectiveness of that plan?
7. What can I do to support you with it?
8. When would you like to reconvene to talk about the progress?

We have created a zero-transition learning environment with the assistance of our School Nurse, librarian, and front office staff. Students should not be out of class without adult supervision.

In order to pro-actively manage behavior we have a school wide Positive behavior support system in place. This program is sponsored by our community partnership with the ELKS of Vero Beach. The community group has secured a \$10,000 grant to be able to provide reinforcements and rewards for our little Indians who are following the PBS expectations.

**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.**

The Schools Homeless Liason, ESE Resource Specialist, and School Psychologist all support students and families with academic and mental health needs. The Title I Transition Teacher assists families with school supplies, clothing, food, and community resources. The Behavior Intervention Team works closely with students, parents and teachers to provide counseling for behavioral concerns.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

While this is not a required element for elementary school, we feel this is important information to provide to move our school forward. The Performance Matters "Baseball Card" report includes: Absence Events, Attendance Rate, Course Failures, GPA Target, Local and State Testing Academics, Behavior, Mobility and Retained. Our weekly data chats with each grade level provide time to problem solve and create a differentiated plan of action based on the needs of our students.

**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	2	20	19	20	24	22	0	0	0	0	0	0	0	107
One or more suspensions	0	2	4	9	8	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	1	0	12	7	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	23	23	39	0	0	0	0	0	0	0	85
Mobility (students in 3 or more schools)	1	3	2	9	15	17	0	0	0	0	0	0	0	47

**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	1	3	16	17	16	0	0	0	0	0	0	0	53

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

First, we are starting a VBE PLEDGE 180 Program with our families.

We are asking them to support the education of their child by committing to bringing their child to school every day, on time, and ready to learn. We are asking our families to pledge to reading each night with their child, limiting electronic usage, and support our school through volunteering and monitoring their child's progress.

**After School Intervention Opportunities-**

We will be providing an after school bus this year Tuesday through Thursday to strengthen interventions at VBE.

**Tutoring- Based on student need and data**

High-School Mentoring program meets with BQ 5th grade students each week.

Deep intervention camp for our 3rd grade retinees and 4th and 5th grade bottom quartile students.

**Moonshot Academy-** Continuing to build our partnership with the Learning Alliance to work towards 90% of our 1st, 2nd, and 3rd graders being on grade level. These students will be doing LLI as an intervention piece with running records monitoring growth.

**iReady-Math Intervention**

**LLI KIT- Reading Intervention**

Detention as an alternative to OSS. We will be offering a social skills detention with our Behavior and PBS Title One Coach, Mr. Lubin.

All students will be given an hour of ELA RTI time built into their schedule.

K- Teachers are analyzing baseline assessment on letter names and sound and number recognition to provide differentiated interventions to target the areas of need.

#### 1st Grade Additional Supports

Running Records and LLI kits will be utilized to help identify and diagnose skill deficits and specifically target areas of concern for students identified by the leadership team. Teachers will be using the standards-based ELA Resources in iReady.

1-5th Grade LLI Kits will be utilized to help identify and diagnose skill deficits for our students with ESE and our lowest performing students in each grade level. Teachers will be using the standards-based ELA Resources in iReady during RTI. Supplemental materials are provided based on the students needs and skill-deficits.

iReady- Math and Reading Data Analysis and Interventions will be done through this adaptive and intuitive data-driven program.

Math RTI Schedule- Students and Teacher schedules now specify an additional MATH RTI Block to focus on interventions and enrichment. This is targeted using Unify as a formative assessment tool and iReady math. Our Math Coach and our STEM coach are working with each teacher to create groups based on diagnostic need.

Attendance, we have a visible attendance celebration wall in our front office. Our school celebrates perfect attendance of both students and staff each quarter.

Behavior- We have put in place a series of opportunities for teachers to manage classroom behaviors prior to escalation. Teachers are required to fill in 4 minor offenses and seek help from our Student Support Specialist (SSS) before writing any referrals for minor incidents. This allows for targeted teacher interventions and strategies based on the individual student's needs. Once a student has gone through the initial meeting with SSS and all interventions have been put in place, data and progress monitoring will determine if the student needs to be referred to MTSS problem solving. This gives a teacher the opportunity to teach the skills that may be missing without being punitive in the process. Finally, we are committed to keeping our students in school. We have implemented after school detention, work detail (when parent approved), and Saturday school for re-teaching, character building, role-playing, and coaching. Our goal is to improve behavior by teaching rather than punishing.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/639656>.

## **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.**

We started this year by hosting a community and family feedback session. We discussed our current data, projected school grade, and facilitated a school improvement plan goal setting session with our families and school community. The school improvement process, including goal setting, is something we have included our families and local businesses in. It has truly become a document that guides our journey and that we reflect on throughout the year, as a community.

Vero Beach Elementary has built strong local community partnerships to support our school-wide initiatives.

Pillar Community Church is participating in bi-weekly mentoring. They have committed to purchasing over 1000 composition books to assist with school-wide Interactive Student Notebook initiatives.

First United Methodist Church is doing a two part support program. Members of the team will do weekly student greeting on Tuesdays to help start our day strong and build up the positive climate on our campus; in addition, select members will be "adopting" a kindergarten classroom and providing support to the classroom.

The ELKS have secured a \$10,000 grant to for our PBS store. The ELKS volunteers come weekly, on friday, to run the store and organize the events.

The Indian River County Lawyers Auxillary do grade-level book support, bringing chapter books, picture books, and novels for our students to select based on desire.

Other community organizations assist by purchasing school supplies, classroom libraries, uniforms, and our PE track. Community partners will be recognized at School Advisory Council meetings, family events, and through thank you notes from the staff and students.

We have established an, "it takes a tribe" community sponsorship display at the entrance of our school to help encourage others to volunteer and donate to our school.

Vero Beach Elementary has also create a "fam-unity" coffee talk to discuss topics that we would like community and family input on. We have created a calendar to focus on enrichment and future focused goals for Vero Beach Elementary.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Emerson, Cynthia	Principal
Moree, Rachel	Assistant Principal
Van Brimmer, Sarah	Instructional Coach
Ragley, Elaine	Instructional Coach
Keeley, Sharon	Instructional Coach
Navarro, Claudia	Instructional Coach
Cook, Christine	Instructional Coach
Riddick , Jennifer	Instructional Coach

### 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 Leadership Team meets weekly to monitor curriculum implementation, scheduling, professional development and the School Improvement Plan. Academic and behavioral data is analyzed to identify strengths as well as areas of concern. Leadership Team representatives meet with grade level groups to formulate intervention and enrichment activities based on best instructional practices with fidelity.

**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.**

#### Title I, Part A

Vero Beach Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established with outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Vero Beach Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues

are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

#### Title I, Part D ---N/A

#### Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

#### Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to i-Ready, Zip Zoom English and Edmentum Reading SMART ESL.

#### Title X- Homeless

Vero Beach Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

## **2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Cynthia Emerson	Principal
Jose Rodriguez	Parent
Nicole O'Neal	Parent
Alyssa Pearce	Parent
Vanessa Gonzalez	Teacher
Bonnie Swanson	Business/Community
Kayla Armond	Parent
Jane Snead	Parent
Kixel Hernandez	Parent
	Student
Henry Burson	Education Support Employee

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The 2017-2018 School Improvement Plan goals are reviewed by the team. Vero Beach Elementary will have a laser-like focus on standards-based instruction across all core content areas and we will put forth an ambitious effort to increase of family and community engagement on our campus.

*b. Development of this school improvement plan*

We started this summer by inviting in family, community members, and staff to analyze our school data from the 2017-2018 school year. As a team, we worked together to create the goals together for the 2018-2019 school year.

The council reviews 8 the Step Problem-solving Process and discussed barriers, strategies and goals for this school year. The 2018-2019 School Improvement Plan is reviewed and approved by our SAC. The plan will be revisited at each SAC meetings throughout the school year. Each month we will have a curriculum coach and a grade chair present data and show their progress monitoring towards our school improvement goal.

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

The school's annual budget and plan will be detailed in the School Improvement Plan and will be reviewed at SAC meetings

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

**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
Riddick , Jennifer	Instructional Coach
Van Brimmer, Sarah	Instructional Coach
Moree, Rachel	Assistant Principal
Emerson, Cynthia	Principal
Ragley, Elaine	Instructional Coach
Keeley, Sharon	Instructional Coach
Navarro, Claudia	Instructional Coach
Gonzalez, Elizabeth	Teacher, K-12
Craner, Diane	Teacher, K-12
White, Sherry	Teacher, K-12
Barth, Betty	Teacher, K-12

#### b. Duties

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

The Literacy Leadership Team meets on a monthly basis to focus on literacy instruction and curriculum. The team assesses school needs, establishes goals and priorities for literacy, and identifies areas for professional development. Student progress is monitored through district benchmark assessments, iReady assessments, school-wide writing data, and classroom assessments.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Weekly grade level curriculum meetings are held with ELA and STEM teams to provide for collaborative planning and professional development and are facilitated by instructional coaches and administrators. Grade level teams, ELA, and STEM teams are held accountable to collaborate to create units with common themes and assessments. Teachers will have 1.5 hours weekly to plan collaborative units with their grade level.

We have re-organized our schedule to add in an additional 50 minutes for planning each week for every teacher as well.

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

The Principal and Assistant Principal recruit highly qualified and diverse candidates through the Human Resources Department at the district level by posting job openings on the district website followed by a

comprehensive interview process and reference verification. We have also reached out to IRSC to assist in recruiting highly qualified teachers.

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

The Vero Beach Elementary new teacher induction program, Guide on the Side, holds monthly meetings to provide support and a smooth transition for new teachers. The meetings are facilitated by master teachers to provide information regarding classroom management, instruction and other areas of interest or need. In addition, new teachers are paired with experienced mentor teachers in their grade level. Mentor teachers meet regularly to work on teaching strategies, curriculum, assessment, and classroom management practices. In addition to the mentor, school coaches also work with new teachers to help them refine their skills. Coaches regularly spend time observing in classrooms and provide non-evaluative feedback for improvement and success in teaching.

New Teacher Teaching Assignment Mentor  
Shawn Conway 5th Grade Kate Fiori  
Christa Wade 5th Grade Cari Berwick  
Ashley A'Brail 1st Grade Robyn Tuck-Henson  
Katherine McMenamy Music Sherry White  
Patti Canevari 2nd Grade Jessica Singewald  
Cindy Sims 3rd Grade Chelsea Castillo

Robyn Tuck-Henson will be mentoring each of these teachers on an as-needed basis as they will only need support with information specific to Vero Beach Elementary.

## 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.**

Teachers at Vero Beach Elementary deliver standards-based instruction using the Florida Standards and state approved adopted resources. Teachers ensure that technology is carefully integrated with instruction. Formative and summative assessments are developed to embed academic vocabulary and high-order thinking skills. ELA and STEM coaches provide instructional guidance and model strategies in classrooms. Ongoing professional development is provided to focus on the instructional shifts associated with the Florida Standards and support guided reading. Classroom walk-through data is collected weekly to monitor instruction and to provide feedback to teachers. Administration is committed to providing walk-through global data reports to ensure all teachers are aware of the expectations and to create an environment of excellence and accountability. Our walk through data wall and school-wide data wall are large and visible for our entire staff to see.

## 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.**

The Leadership Team holds regular grade level Data Chats with ELA and STEM teams to analyze state, district and school data. Using a protocol and a problem-solving approach, teams identify strengths as well as areas of concern and then formulate goals to address these areas. The data is reviewed to address changes at all three tiers of instruction. Administrators provide teachers with feedback regarding their individual classroom data notebooks. RTI groups have been developed on each grade level based on student needs. Teachers are trained to deliver specific instruction and interventions based on diagnostic needs. The teachers will monitor the data and initiate MTSS tiered intervention when needed.

**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:** After School Program

**Minutes added to school year:** 2,800

The extended learning opportunity, Moonshot Academy, will take place in fall and in spring through the learning alliance grant.

### **Strategy Rationale**

Extending instructional time will provide additional help for struggling students and enrichment activities for on-level and above-level students.

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Van Brimmer, Sarah, sarah.vanbrimmer@indianriverschools.org

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

Data will be collected with a pretest and post-test. Individual students' teachers will be collecting and monitoring data to analyze growth and assist in determining focus of the after school program.

**Strategy:** After School Program

**Minutes added to school year:** 7,500

Students will be getting intensive and prescriptive intervention each day during a 1 hour ELA RTI block. This intensive RTI model will extend the Vero Beach Elementary school day by 15 additional minutes. We will be building independent reading as part of our daily routine in ELA. Students will be pulled for 1 on 1 reading conferences during this time.

**Strategy Rationale**

By state mandate, our school is required to focus on a one hour RTI ELA model. Utilizing LLI, Standards based remediation, and building stamina in our students in our main priority to help decrease the achievement gap for our students.

**Strategy Purpose(s)**

- Enrichment

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

Van Brimmer, Sarah, [sarah.vanbrimmer@indianriverschools.org](mailto:sarah.vanbrimmer@indianriverschools.org)

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

Running Records, Unify Unit Assessments for ELA, iReady ELA data.

**Strategy:** After School Program

**Minutes added to school year:** 4,500

Students will be able to use CHOICE and VOICE to design an after school enrichment program that meets their specific interests.

**Strategy Rationale**

By creating an opportunity for our students to do STEM, Audobon, mindcraft. robotics, gardening, academic games, math club, little chiefs character building, NJHS golden indians, our students will take ownership of their learning and their school and will make academic gains due to intrinsic motivation to succeed.

**Strategy Purpose(s)**

- Enrichment

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

Ragley, Elaine, [elaine.ragley@indianriverschools.org](mailto:elaine.ragley@indianriverschools.org)

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

Teachers will be collecting classroom data to monitor progress of overall students growth. This focuses on attendance improvement, ELA, STEM, and writing gains for all students.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Before School Enrichment Opportunity

**Strategy Rationale**

Students are invited into the classroom to work on makerspaces, tinker projects, iReady math and ELA interventions, STEM kits, minecraft EDU, band, student council, and other teacher-directed enrichment programs.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Ragley, Elaine, elaine.ragley@indianriverschools.org

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

Teachers will be collecting classroom data to monitor progress of overall student growth. This focuses on attendance improvement, ELA, STEM, and writing gains for all students.

## 2. Student Transition and Readiness

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The VBE Little Indian Kindergarten Camp is held before the start of the school year. All incoming kindergarten students and their families who are in the VBE attendance zone will receive an invitation to attend. Students participate in activities in the classrooms with the kindergarten teachers. Parents meet with administration to receive school information.

**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.**

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

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

**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.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## 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.** Increase family and community engagement
- G2.** Increase student achievement by improving instruction in all areas.

### 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. Increase family and community engagement** 1a

 G100480

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

**Targeted Barriers to Achieving the Goal** 3

- Families unable to attend functions
- Families lack literacy resources at home

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

- Survey families to find times that they are able to participate in activities and showcases
- Books and Professional Development for Families

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

Family Survey data and attendance rates for family participation, monitored through Title One. Increased words read and increase in answers correct on the AR quizzes.

**Person Responsible**

Rachel Moree

**Schedule**

On 5/31/2019

**Evidence of Completion**

Family Survey data, family participation increases, AR data, and overall district report card data for Vero Beach Elementary.

**G2.** Increase student achievement by improving instruction in all areas. **1a**

 G100481

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	80.0
Writing Gains District Assessment	80.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of ongoing Staff Development
- Gaps in student knowledge

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

- Wonders Reading, Wonderworks, Go Math, and Stemsscopes Science in kindergarten through fifth grade.
- Fundations, Quick Reads, Sonday, Common Core Coach, Read Naturally
- ELA, STEM, and ESOL Coaches
- Florida Standards
- Test Item Specifications
- C-Palms
- Florida Support Coach
- Fountas and Pinnell Running Records and Leveled Literacy Instruction
- iReady reading and math program
- Social Studies Alive!
- Accelerated Reader
- Science Lab and Nutrition Kitchen
- Title I Funds
- Weekly and Quarterly Curriculum Planning Meetings
- Extended Learning Opportunities
- Khan Academy
- Canvas and Interactive Student Notebooks

## Plan to Monitor Progress Toward G2. 8

State, District and School data will be collected and reviewed throughout the school year including; Running Records intervention data, iReady data, District Unit Assessments, and Classroom Formative and Summative Assessments. Improvements in pedagogy should correlate to higher achievement and stronger teaching practices in the classroom.

### **Person Responsible**

Cynthia Emerson

### **Schedule**

Monthly, from 8/22/2018 to 5/24/2019

### ***Evidence of Completion***

Teacher Data Notebooks, PD Interactive Student Notebooks, and School Wide Data Trend Improvements. and teacher evaluations.

## 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

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** Increase family and community engagement **1**

 G100480

**G1.B1** Families unable to attend functions **2**

 B270894

**G1.B1.S1** We will limit our night time engagement activities to one per quarter and increase our showcases for each grade level to one per year, during the school day. **4**

 S286819

### Strategy Rationale

Parents were able to attend our pride of the tribe and awards ceremonies, but were not able to attend all of our monthly engagement nights.

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

Each grade level will determine one project to showcase for our families during our school day for the 2018-2019 academic year.

### Person Responsible

Sarah Van Brimmer

### Schedule

On 5/24/2019

### Evidence of Completion

Grade Chair Meetings

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

Grade Chairs will be responsible for organizing the event, communicating with families, and monitoring participation and attendance.

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

On 5/21/2018

### ***Evidence of Completion***

Family participation log and event communication material

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

Grade Chair Share Out and Survey Results from families

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

On 5/21/2018

### ***Evidence of Completion***

Survey data and participation logs will determine if this was a successful change to our family engagement plan.

## G1.B2 Families lack literacy resources at home 2

 B270895

**G1.B2.S1** Families will be given the opportunity for professional development and literacy materials to take home. 4

 S286820

### Strategy Rationale

If our families have books at home and are given resources to support reading then we will strengthen our stakeholder involvement both in and out of school.

### Action Step 1 5

VBE will give students an opportunity to select books with their families to take home to build their at-home library while the parents receive professional development on fluency and read-alouds.

#### Person Responsible

Cynthia Emerson

#### Schedule

Semiannually, from 9/3/2018 to 5/27/2019

#### Evidence of Completion

Families will sign a VBE 180 pledge that requires them to commit to 20 minutes a night of literacy support through family reading or fluency practice.

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

Students will be expected to participate in the Accelerated Reading program by passing comprehension quizzes based on material read.

#### Person Responsible

Sarah Van Brimmer

#### Schedule

Weekly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Utilizing AR we will monitor student reading. With the parent pledge, we should see a significant increase in words read throughout the year.

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

We will tie additional family night activities to literacy and continue giving strategies through our social media page that will encourage them to continue with the VBE 180 pledge

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

Weekly, from 8/13/2018 to 5/24/2019

### ***Evidence of Completion***

Students words read will increase. As the year continues, if we see a dip in words read in a particular class or grade level, we will share out a new strategy with those families to re-engage them.

**G2. Increase student achievement by improving instruction in all areas.** 1

 G100481

**G2.B4 Lack of ongoing Staff Development** 2

 B270899

**G2.B4.S1** Implement prescriptive staff development for assisting teachers with strategies for working with students in poverty, guided reading, formative assessment, and Kagan structures 4

 S286824

**Strategy Rationale**

By building capacity in our tier one instruction, all students will have the opportunity to make significant learning gains and close the achievement gap.

**Action Step 1** 5

Weekly faculty professional development focused on accountable talk, literacy, formative assessment, kagan cooperative learning, and social emotional learning.

**Person Responsible**

Cynthia Emerson

**Schedule**

Weekly, from 8/21/2017 to 5/21/2018

**Evidence of Completion**

Teacher Interactive PD ISN

**Action Step 2** 5

Ongoing guided reading and formative assessment support through Leann Nickelsen

**Person Responsible**

Cynthia Emerson

**Schedule**

Semiannually, from 8/6/2018 to 5/21/2019

**Evidence of Completion**

Science, Literacy, Inquiry, Design, and Engineering support through guided reading and instructional routines.

## Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teacher attendance is mandatory for training. We will be utilizing the PD ISN as we continue through guided reading utilizing the Fountas and Pinnel, "Guided Reading" responsive teaching manual, building our formative assessment process, kagan cooperative training, and cultivating strong social emotional learning opportunities in our classrooms.

### **Person Responsible**

Cynthia Emerson

### **Schedule**

Monthly, from 8/21/2018 to 5/21/2019

### **Evidence of Completion**

Teacher PD roster will be collected along with PD ISN for reflections of learning

## Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Walkthroughs and Observations of engagement strategies, full implementation of the guided reading model, and morning meeting routines including social emotional skill development.

### **Person Responsible**

Cynthia Emerson

### **Schedule**

Weekly, from 8/21/2018 to 5/21/2019

### **Evidence of Completion**

Evaluating Administrators will be looking for evidence from classroom observations. Feedback will be given, when needed, through the evaluation process.

## G2.B5 Gaps in student knowledge 2

 B270900

**G2.B5.S1** Our students have gaps in word knowledge and foundational literacy skills which impacts reading comprehension and writing across all content areas. 4

 S286825

### Strategy Rationale

If we provide direct instruction in reading and math strategies, skills, and behaviors, then our students will be able to fill those gaps and improve with grade level assessments.

### Action Step 1 5

We will be providing extra interventionists to work with our bottom quartile students. Tiered interventions will occur during core content instruction throughout the school day and additionally before and after school for extended learning opportunities.

#### Person Responsible

Cynthia Emerson

#### Schedule

Daily, from 8/13/2018 to 5/24/2019

#### Evidence of Completion

Interventionists will collect data to show student growth, including unit assessment data, iReady data, fluency, and running records.

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Interventionists will work closely with the literacy and math coach analyzing data and making adjustments as needed based on student performance.

#### Person Responsible

Sarah Van Brimmer

#### Schedule

Daily, from 8/13/2018 to 5/24/2019

#### Evidence of Completion

Coaches will meet regularly with interventionists to analyze data and make adjustments.

## Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Students working with interventionists will have data pulled routinely to monitor improvements or adjustment that may be needed.

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

Biweekly, from 8/13/2018 to 5/24/2019

### ***Evidence of Completion***

Student data notebooks, unit assessment item analysis, iready diagnostic reports, and running records data.

**G2.B5.S2** Our students have gaps in word knowledge and foundational literacy skills which impacts reading comprehension and writing across all content areas. 4



S286826

### **Strategy Rationale**

If we proved teachers with extensive classroom libraries with rich texts, then our students will be able to access the material to increase reading proficiency through 1:1 teacher reading conferences

## Action Step 1 5

We will be building up the classroom libraries across Vero Beach Elementary

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

On 5/24/2019

### ***Evidence of Completion***

Teachers will be supported through purchasing libraries for their classroom to maximize reading opportunities for students.

## Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

We will expand access to informational text, picture books, novels, and rich literature for every student on our campus.

### **Person Responsible**

Cynthia Emerson

### **Schedule**

On 5/24/2019

### ***Evidence of Completion***

Evidence of completion will be the increase in literature in every classroom on our campus.

## Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Teachers will monitor effectiveness through independent conferencing with students.

### **Person Responsible**

Sarah Van Brimmer

### **Schedule**

Weekly, from 9/3/2018 to 5/24/2019

### ***Evidence of Completion***

Teachers will be collecting individualized reading conference data for students. They will be expected to meet with each student, every week, to collect data on what they are reading, comprehension, and building fluency with the students.

## V. Professional Development Opportunities

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

### G1. Increase family and community engagement

#### G1.B2 Families lack literacy resources at home

**G1.B2.S1** Families will be given the opportunity for professional development and literacy materials to take home.

##### **PD Opportunity 1**

VBE will give students an opportunity to select books with their families to take home to build their at-home library while the parents receive professional development on fluency and read-alouds.

##### **Facilitator**

Cynthia Emerson

##### **Participants**

Family and Community

##### **Schedule**

Semiannually, from 9/3/2018 to 5/27/2019

### G2. Increase student achievement by improving instruction in all areas.

#### G2.B4 Lack of ongoing Staff Development

**G2.B4.S1** Implement prescriptive staff development for assisting teachers with strategies for working with students in poverty, guided reading, formative assessment, and Kagan structures

##### **PD Opportunity 1**

Weekly faculty professional development focused on accountable talk, literacy, formative assessment, kagan cooperative learning, and social emotional learning.

##### **Facilitator**

Ms. Emerson, Ms. Moree, and instructional coaches.

##### **Participants**

Entire Staff

##### **Schedule**

Weekly, from 8/21/2017 to 5/21/2018

## **PD Opportunity 2**

Ongoing guided reading and formative assessment support through Leann Nickelsen

### **Facilitator**

Ms. Emerson, coaches, and Leann Nickelsen

### **Participants**

Full staff

### **Schedule**

Semiannually, from 8/6/2018 to 5/21/2019

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Each grade level will determine one project to showcase for our families during our school day for the 2018-2019 academic year.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0161 - Vero Beach Elementary School			\$0.00
		<i>Notes: TITLE One Family Engagement funds</i>				
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>VBE will give students an opportunity to select books with their families to take home to build their at-home library while the parents receive professional development on fluency and read-alouds.</b>				<b>\$45,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6150	510-Supplies	0161 - Vero Beach Elementary School	UniSIG	0.0	\$45,000.00
<b>3</b>	<b>G2.B4.S1.A1</b>	<b>Weekly faculty professional development focused on accountable talk, literacy, formative assessment, kagan cooperative learning, and social emotional learning.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	310-Professional and Technical Services	0161 - Vero Beach Elementary School	UniSIG	0.0	\$10,000.00
		<i>Notes: Kagan Professional Development</i>				
<b>4</b>	<b>G2.B4.S1.A2</b>	<b>Ongoing guided reading and formative assessment support through Leann Nickelsen</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3376	310-Professional and Technical Services	0161 - Vero Beach Elementary School	UniSIG	0.0	\$25,000.00
		<i>Notes: Guided Reading and Formative assessment professional development</i>				
<b>5</b>	<b>G2.B5.S1.A1</b>	<b>We will be providing extra interventionists to work with our bottom quartile students. Tiered interventions will occur during core content instruction throughout the school day and additionally before and after school for extended learning opportunities.</b>				<b>\$134,425.84</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	100-Salaries	0161 - Vero Beach Elementary School	UniSIG	1.5	\$18,850.00
		<i>Notes: Extra Compensation - Instructional staff to provide tiered interventions beyond the instructional day (extended learning opportunities) LEA utilizes 101 object code.</i>				

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	5100	210-Retirement	0161 - Vero Beach Elementary School	UniSIG	0.0	\$1,557.01
			<i>Notes: FRS -Instructional staff to provide tiered interventions beyond the instructional day (extended learning opportunities)</i>			
	5100	220-Social Security	0161 - Vero Beach Elementary School	UniSIG	0.0	\$1,442.03
			<i>Notes: FICA- Instructional staff to provide tiered interventions beyond the instructional day (extended learning opportunities)</i>			
	5100	120-Classroom Teachers	0161 - Vero Beach Elementary School	UniSIG	2.0	\$84,000.00
			<i>Notes: Salaries - Resource Teachers - supplemental supports within the instructional day to support bottom quarterly students in core content</i>			
	5100	210-Retirement	0161 - Vero Beach Elementary School	UniSIG	0.0	\$6,938.40
			<i>Notes: FRS- Resource Teachers - supplemental supports within the instructional day to support bottom quarterly students in core content</i>			
	5100	220-Social Security	0161 - Vero Beach Elementary School	UniSIG	0.0	\$6,426.00
			<i>Notes: FICA-Resource Teachers - supplemental supports within the instructional day to support bottom quarterly students in core content</i>			
	5100	230-Group Insurance	0161 - Vero Beach Elementary School	UniSIG	0.0	\$13,137.60
			<i>Notes: Insurance - Resource Teachers - supplemental supports within the instructional day to support bottom quarterly students in core content</i>			
	5100	240-Workers Compensation	0161 - Vero Beach Elementary School	UniSIG	0.0	\$1,234.80
			<i>Notes: Workman's Compensation - Resource Teachers - supplemental supports within the instructional day to support bottom quarterly students in core content</i>			
	5100	100-Salaries	0161 - Vero Beach Elementary School	UniSIG	0.0	\$840.00
			<i>Notes: Differentiated Pay for UNISIG Resource Teachers @ \$420.00 per School District Indian River Teacher Contract (IRCEA) - LEA utilizes object code 102</i>			
<b>6</b>	<b>G2.B5.S2.A1</b>	<b>We will be building up the classroom libraries across Vero Beach Elementary</b>				<b>\$58,064.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	510-Supplies	0161 - Vero Beach Elementary School	UniSIG	0.0	\$58,064.00
<b>Total:</b>					<b>\$288,348.75</b>	

## 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>2019</b>					
G1.B1.S1.MA1  M424295	Grade Chair Share Out and Survey Results from families	Van Brimmer, Sarah	8/21/2017	Survey data and participation logs will determine if this was a successful change to our family engagement plan.	5/21/2018 one-time
G1.B1.S1.MA1  M424296	Grade Chairs will be responsible for organizing the event, communicating with families, and...	Van Brimmer, Sarah	8/21/2017	Family participation log and event communication material	5/21/2018 one-time
G2.B4.S1.A1  A388303	Weekly faculty professional development focused on accountable talk, literacy, formative...	Emerson, Cynthia	8/21/2017	Teacher Interactive PD ISN	5/21/2018 weekly
G2.B4.S1.MA1  M424306	Walkthroughs and Observations of engagement strategies, full implementation of the guided reading...	Emerson, Cynthia	8/21/2018	Evaluating Administrators will be looking for evidence from classroom observations. Feedback will be given, when needed, through the evaluation process.	5/21/2019 weekly
G2.B4.S1.MA1  M424307	Teacher attendance is mandatory for training. We will be utilizing the PD ISN as we continue...	Emerson, Cynthia	8/21/2018	Teacher PD roster will be collected along with PD ISN for reflections of learning	5/21/2019 monthly
G2.B4.S1.A2  A388304	Ongoing guided reading and formative assessment support through Leann Nickelsen	Emerson, Cynthia	8/6/2018	Science, Literacy, Inquiry, Design, and Engineering support through guided reading and instructional routines.	5/21/2019 semiannually
G2.MA1  M424314	State, District and School data will be collected and reviewed throughout the school year...	Emerson, Cynthia	8/22/2018	Teacher Data Notebooks, PD Interactive Student Notebooks, and School Wide Data Trend Improvements. and teacher evaluations.	5/24/2019 monthly
G1.B1.S1.A1  A388296	Each grade level will determine one project to showcase for our families during our school day for...	Van Brimmer, Sarah	8/21/2018	Grade Chair Meetings	5/24/2019 one-time
G1.B2.S1.MA1  M424297	We will tie additional family night activities to literacy and continue giving strategies through...	Van Brimmer, Sarah	8/13/2018	Students words read will increase. As the year continues, if we see a dip in words read in a particular class or grade level, we will share out a new strategy with those families to re-engage them.	5/24/2019 weekly
G2.B5.S1.MA1  M424308	Students working with interventionists will have data pulled routinely to monitor improvements or...	Van Brimmer, Sarah	8/13/2018	Student data notebooks, unit assessment item analysis, iready diagnostic reports, and running records data.	5/24/2019 biweekly
G2.B5.S1.MA1  M424309	Interventionists will work closely with the literacy and math coach analyzing data and making...	Van Brimmer, Sarah	8/13/2018	Coaches will meet regularly with interventionists to analyze data and make adjustments.	5/24/2019 daily
G2.B5.S1.A1  A388305	We will be providing extra interventionists to work with our bottom quartile students. Tiered...	Emerson, Cynthia	8/13/2018	Interventionists will collect data to show student growth, including unit assessment data, iReady data, fluency, and running records.	5/24/2019 daily
G2.B5.S2.MA1  M424310	Teachers will monitor effectiveness through independent conferencing with students.	Van Brimmer, Sarah	9/3/2018	Teachers will be collecting individualized reading conference data for students. They will be expected to meet with each students, every week, to collect data on what they are reading, comprehension, and building fluency with the students.	5/24/2019 weekly
G2.B5.S2.MA1  M424311	We will expand access to informational text, picture books, novels, and rich literature for every...	Emerson, Cynthia	9/3/2018	Evidence of completion will be the increase in literature in every classroom on our campus.	5/24/2019 one-time
G2.B5.S2.A1  A388306	We will be building up the classroom libraries across Vero Beach Elementary	Van Brimmer, Sarah	8/13/2018	Teachers will be supported through purchasing libraries for their classroom to maximize reading opportunities for students.	5/24/2019 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1  A388297	VBE will give students an opportunity to select books with their families to take home to build...	Emerson, Cynthia	9/3/2018	Families will sign a VBE 180 pledge that requires them to commit to 20 minutes a night of literacy support through family reading or fluency practice.	5/27/2019 semiannually
G1.MA1  M424299	Family Survey data and attendance rates for family participation, monitored through Title One....	Moree, Rachel	8/1/2018	Family Survey data, family participation increases, AR data, and overall district report card data for Vero Beach Elementary.	5/31/2019 one-time
G1.B2.S1.MA1  M424298	Students will be expected to participate in the Accelerated Reading program by passing...	Van Brimmer, Sarah	8/13/2018	Utilizing AR we will monitor student reading. With the parent pledge, we should see a significant increase in words read throughout the year.	5/31/2019 weekly