

School District of Indian River County

Indian River Academy



2018-19 Schoolwide Improvement Plan

Indian River Academy

500 20TH ST SW, Vero Beach, FL 32962

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 KG-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	54
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	49
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

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 Indian River Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To promote positive and collaborative relationships with our staff, community members, and families.
To create a scholarly focused environment through Cultural Arts and beautification efforts
To promote intentional Professional Development in Literacy instruction to all teachers K-5th to improve Tier 1 for an 80% success rate.
To provide the students who need extra support with additional time, practice, and strategies in an after school enrichment program.
To create the structures that will empower our students to take ownership of their learning and the belief that they can become college and career-ready students.

b. Provide the school's vision statement.

To provide a safe environment where all students engage in their own self efficacy so that they learn the lifelong skills needed to be successful emotionally, socially, and academically.

2. School Environment

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

Indian River Academy is beginning its sixth year of implementing Conscious Discipline as a school wide initiative to build a common culture and language. Conscious Discipline is a comprehensive social and emotional intelligence management program. The Conscious Discipline model "leads teachers, providers, schools and programs through a process that promotes permanent behavior changes in both teachers and children" (Dr. Becky Bailey). This approach establishes connections, builds relationships between teachers and students, and brings our differences together in a culture of unity.

In the 2018 school year, further professional development with Conscious Discipline is planned. Monthly professional development sessions for the entire staff that focus on the implementation of Conscious Discipline are embedded in the PD Calendar for the school year. In addition, three facilitated PD's are provided by a Conscious Discipline trainer.

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

Conscious Discipline recognizes that fear is detrimental to optimal learning and brain development. In the morning, students are personally greeted by faculty and volunteers as they transition calmly to their respective locations. There is a visible presence of adult supervision as well. Teachers welcome their students in by 8:15 to increase a safe school and classroom environment. Once class begins, all students participate in a Brain Smart Start in which they unite, disengage stress, commit and wish well. As Indian River Academy builds the culture of this model, common structures are implemented in all classes, VPK through Fifth Grade. These structures, such as "Class Jobs", "Safe Keeper", "I Calm", "Safe Place", "Brain Breaks", "Breathwork", and "Choices" establish themselves as reliable resources for the students and teachers. These structures transform attitude and language, supporting teachers to maintain their executive state while addressing conflict with students. Essentially, it replaces the dysfunctional approach of discipline that relies on negative directives and diminishment, with positive intent.

At the end of school, students unite in a Closing Meeting, then are transitioned to their dismissal areas by an adult, with other faculty and staff in supervisory positions.

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.

At Indian River Academy, our school-wide behavior system is Conscious Discipline. As explained in Item B, Conscious Discipline is a framework of structures that promotes student engagement and minimizes disruption. School faculty meets monthly to learn and practice the Conscious Discipline principles, and ways to integrate them throughout the school. These meetings include all faculty and staff, including office and support staff, custodians, administration, and cafeteria staff.

This summer, the leadership team attended the district PBIS training. This behavior framework supports Conscious Discipline's philosophy and practices. Expectations stated in the Code of Conduct are adhered to, and the procedures for documentation and communication are followed.

The Conscious Discipline team this year which consists of a Title 1 Behavior Technician and the Behavioral Intervention Specialist. This duo will track and analyze trends in student behavioral data and utilize the data to provide Conscious Discipline support as needed. They will also lead monthly Conscious Discipline professional development opportunities. This data is shared with faculty to review trends and areas of strength/improvement.

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.

Regular Conscious Discipline sessions are offered to all staff. These 45 minute monthly sessions are provided to support the adults. Teachers are provided guidance in referring specific students for additional supports with Tier 2 and Tier 3 strategies connected to CD (Conscious Discipline) Some students may be referred to MTSS.

IRA's SAC (School Advisory Council) has committed to support the school's initiative through a CD video series. Each session will begin with a school family dinner and a "Brain Smart Start". These parents will serve as supports for other parents who wish to implement Conscious Discipline at home or learn more about it. The goal of the SAC is to extend the Conscious Discipline practices implemented at Indian River Academy into the home environment with our parents taking the lead.

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.

Suspensions, attendance below 90% & Level 1 on FSA in reading or math are early warning indicators used at Indian River Academy. Also, students who have been at more than two schools in a school year with additional information on multiple schools over their elementary school career is addressed.

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	15	12	7	5	6	4	0	0	0	0	0	0	0	49
One or more suspensions	0	1	2	3	3	1	0	0	0	0	0	0	0	10
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	7	6	11	0	0	0	0	0	0	0	24

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	0	2	5	9	0	0	0	0	0	0	0	16

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

Conscious Discipline school wide structures create a school family so students feel a sense of belonging. The daily brain smart start held first thing school wide promotes the classroom family with jobs, routines and structures including absent student and safe-keeper ritual. Our school structure is to contact the family if the child is tardy or absent three days. This contact is to provide support and connection with the family so if there is a need for the parent, resources may be given. Again, support and resources available are discussed to impress the need for the student to be in school and to offer assistance if there are barriers we can help with.

We have also implemented celebrations for those students who have perfect attendance for an entire quarter, semester and school year. We will be highlighting "September Awareness Month" during September posting attendance statistics for our school on a daily basis, research on attendance and ideas for creating morning rituals at home to improve tardiness. We have added classroom celebrations for 100% attendance daily!

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 available at the school site.

2. Description

Indian River Academy will implement the below activities that will build the capacity for strong parental involvement. These activities will support a partnership among the school, parents and community to improve student academic success.

Orientation/Moonshot Moments: Target 497 students and their families

Parent/Teacher Conferences: Target 497 students and their families

Family Celebrations: Target 497 students and their families

SAC Meetings: Parents, Staff Members, Teachers, Administration attend 100% of the meetings

**3 innovative teams included in SAC meetings:

Teacher +Parent= Academics

Student Self Efficacy Academy

Beautiful Spaces: Target

Community Involvement: Target would be for ALL community partners to actively participate on the progress of our missions. Their involvement is necessary and valuable for our students to reach and attain their goals.

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.

1. Americorps: VPK, 1st, 2nd & 3rd grade students receive one to one reading support 4 x per week for 30 minute sessions. These seven volunteers build relationships with staff, teachers, and students they are working with. They have a designated area in the school where they can make the space "their own". They are given teaching tools that all teachers have access to in order for them to support the learning happening directly in the classroom. This year, we have added volunteers to our VPK program.

2. The Learning Alliance: a non-for-profit group that supports teacher development and instructional strategies based on the standards and best practice research. This group has formed relationships with our staff and has been a HUGE support for our social/emotional needs for students. The Learning Alliance also provides our funding for the Moonshot Academy; Kindergarten to 3rd grade, an interventionist in 3rd grade and a K/1st grade Literacy Coach.

3. Indian River State College: College students take a mandatory service learning project class. The service learning project is one to one tutoring with Indian River Academy kindergarten students. The K-3 Literacy Coach trains the students in specific activities to use in the tutoring.

4. The Vero Beach Museum of Art: Our established partnership will continue support art education at IRA. Focus is on our Cultural Arts teachers this year. This year-long professional development with Conscious Discipline and beautifying our campus is facilitated by a VBMA staff member.

5. Indian River Club: Creating a volunteer network to support all missions currently at IRA. The volunteers assist in classrooms, maintain the landscape, fund & decorate for special events, maintain and run a uniform exchange create our yearbook and provide after school assistance as designated by IRA.

6. Weichert Realtors: The mission of Weichert Realty is to provide our students with supplies. This includes backpacks, supplies, clothing, etc.

7. Audubon Society: 22 of our 5th graders interested in science will have an opportunity to attend an eleven week after school program including field experiences and a culminating event.

8. Big Brothers/Big Sisters: Volunteers mentor students one on one.

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
Fannin, Diane	Principal
Vollbracht, Kim	Instructional Coach
Davis, Meghan	Assistant Principal
Morgan, Crystal	Instructional Coach
D'Albora, Amy	Instructional Coach
Langlois, Alex	Other

b. Duties

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

The Principal and Assistant Principal are instructional leaders in our ongoing School Improvement Plan focus. Duties include facilitating school wide sessions focused on the school's two SIP goals, Leadership Team Meetings, Grade Team Meetings and Data Chats, as well as creating community connections.

The instructional coaches lead collaborative grade-level planning sessions, coach in classrooms and assist with standards based instruction.

The SAC Chair is the facilitator for the School Advisory Council to support the School Improvement Plan.

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.

Indian River Academy 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 outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, 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.

Indian River Academy 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 Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

Indian River Academy 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
Diane Fannin	Principal
Brett Hollinger	Teacher
Sharon Wolf	Business/Community
Nicki Masse	Parent
Felix Escobar	Parent
Jennifer Klock	Education Support Employee
Ashley Gonyea	Parent
Margarett Kelly	Teacher
Jaime Moreno-Luna	Parent
Dominique Cain	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

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 leadership team and SAC Chair will sit down prior to our first SAC meeting to evaluate and review last year's SIP. Then, during our first quarter SAC meeting, a brief overview will be shared with members to see if our goals were met and what will be carried over into this year's SIP.

b. Development of this school improvement plan

As a faculty, each team will review the prior year's data of their grade level and note the weaknesses, strengths, & plan for improvement. The principal, instructional coaches and SAC Chair will work together to summarize our faculty goals into the SIP. The SIP will be reviewed and approved at the first SAC meeting. The plan will be revisited at each SAC meeting throughout the school year.

After reviewing the SIP Goals at the first meeting, schoolwide academic, discipline and attendance data will be reviewed. Using this data as a reference point, strategies for achievement of the SIP goals will be addressed.

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

We will meet in January to look at school data and utilize budget where needed.

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

The SAC funded headphones for all students K-5th to facilitate our district Iready computer program in reading and math, listening centers for Kindergarten and first grade classrooms and laptops for our Cultural Arts' team.

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
Fannin, Diane	Principal
Davis, Meghan	Assistant Principal
Vollbracht, Kim	Instructional Coach
D'Albora, Amy	Instructional Coach

b. Duties

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

1. The goal at Indian River Academy will be to provide teachers with Professional Development geared toward Tier 1 instruction. We found that when collaboration time for discussion, research in best practices, and reflection on student outcomes is provided with a clear focus, the skill set and mindset of all is impactful.

Our school has embraced the Wonders curriculum with Iready as the computer literacy support.

Our new teachers (1-3 years) are provided a monthly STAR session with our district's PD teacher to support instructional practices. We continue to refer to the book, Teach Like a Champion, and Higher Order Thinking Skills. These offer effective teaching techniques to help literacy teachers develop powerful instructional techniques that are concrete, specific, and are easy to put into action the very next day. In addition, the teachers' evaluation tool, Marzano, is embedded in the regular PD sessions.

The Literacy Leadership team will support the teachers by facilitating team planning, collaboratively analyzing student outcomes, professional development supporting SBI, as well as modeling, co-teaching and providing feedback on the techniques and strategies in instruction.

We hold an annual Literacy Week, with an evening for families, to promote literacy to families and community.

Our Media Specialist has embedded Digital Odyssey in K-5th so that all students have access to digital media weekly during Cultural Arts. Our Art & Music teachers have embedded literacy into their units.

Standards Based Instruction focus calendar and formative assessments will guide on-going progress monitoring to ensure that the instruction intended is being mastered by the students.

3. Tier 2 & 3 Instruction & Monitoring-The MTSS team's mission is to create a functioning process for teachers to follow to provide the necessary instruction for the lowest 25th percentile so that learning gains are evident.

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.

At Indian River Academy, our instructional staff work collaboratively 2-3 times per week as grade levels to plan Florida standards-based lessons. These meeting times are held with an instructional coach to ensure best practices and adherence to item specifications and content limits. Protocols are used to encourage a collaborative and efficient planning time.

In addition, every six weeks, each grade level and team is provided a two hour block of collaborative planning that involves data monitoring and lesson planning with the principal or assistant principal.

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

Indian River Academy administrators retain highly qualified teachers by providing high quality, research based professional development that is requested by the staff. Our administrators and instructional coaches are responsible for the implementation and facilitation of this professional development.

In addition, ongoing professional development in Conscious Discipline provides a structure for behavior for both students and teachers, with the goal of a safe environment and a school family culture. This encourages highly qualified and effective teachers to continue teaching at Indian River Academy.

As openings are available, teams are part of the recruitment, interview process & decision making in recruitment.

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

Our district works collaboratively with our school to mentor new teachers with experienced and highly effective teachers. We assign mentors to new teachers in the school. The mentors have an effective (or higher) performance rating as evidenced by the prior year's evaluation. The mentoring activities include teacher, collaborative planning and development of lessons as well as peer observations and feedback. In addition, a district instructional coach/mentor works with new teachers on a weekly basis to provide further support.

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.

Indian River Academy has committed to weekly staff & team planning sessions with an instructional coach for collaboration among all stakeholders. During planning, the standards, (item specifications and content limits in 3rd-5th grade) are forefront with the following curriculum resources/materials:

District Curriculum Maps for ELA, math & science
Wonders (District adopted ELA curriculum)
CPALMS - Resource for Standards based lesson plans
Foundations (K-2nd Grade)-Tier 2/3 Phonics Intervention
Sonday -Tier 2/3 Phonics Intervention
iReady

Go Math (District Adopted Math Curriculum)
Iready
FASTMATH (fluency)

Science (District Adopted Science Curriculum)
Science4Us – (K-2)
Science Techbook – Discovery Education – (3-5)
Ward's Science NGSSS Hands-On Kits (K-5)

Social Studies (District adopted Curriculum)
Social Studies – McGraw Hill – (K -3)
TCI – Teacher Curriculum Institute – (4 – 5)

PBIS-Conscious Discipline -Social emotional Skills with common language, structures & routines

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.

Indian River Academy teachers will hold data meetings with our school's Leadership team. During the meetings, the teachers will identify their students' needs based on the current classroom data and adjust their tier instruction accordingly. The grade levels have academic goals in reading, writing and math. Teachers will keep track of each student's data housed in a data cart.

Indian River Academy follows a school wide K-5 literacy block which is at least 90 minutes. Modified instruction (may include) double dose reading strategies, skill focus groups, Read Naturally, SONDAY, and WonderWorks to provide support for students falling in the need of tier 2 or 3 instruction. In addition to classroom support, K-3rd grade teachers will provide a ninety minute after-school tutoring session which extends the time with core curriculum. K-1 teachers may also use the following curriculums: Double Dose Foundations, The Fluency Foundations Kit, Phonemic Awareness Activities with an additional day for Literacy Enrichment .

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: 1,920

Teachers work as a team with an instructional coach to prepare standards based lessons, assessments & pacing.

Strategy Rationale

The more teachers work collaboratively to research standards, item specifications, content & resources, the stronger their knowledge and skillset becomes.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fannin, Diane, diane.fannin@indianriverschools.org

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

Student data will be collected to analyze the effectiveness of the program and support student achievement outcomes.

Strategy: Extended School Day

Minutes added to school year: 720

Science Extended Learning Activities with research based practices for 4th and 5th Grade Students.

Strategy Rationale

56% of our 5th graders were on grade level based on the 2018 FCAT Science assessment from 38% the prior year. With continued emphasis on science inquiry and instruction with a focus on exploration and STEM, students will be on grade level in science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fannin, Diane, diane.fannin@indianriverschools.org

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

Student data will be collected to analyze the effectiveness of the program and support student achievement outcomes.

Strategy: Extended School Day

Minutes added to school year: 1,440

Students who are not on grade level will receive afterschool tutoring for 90 minutes two days a week with an extension of their Tier 1 instruction with their teacher.

Strategy Rationale

Students who struggle need more time in small groups with additional instruction with the curriculum to be successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Davis, Meghan, meghan.davis@indianriverschools.org

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

Student data will be collected to analyze the effectiveness of the program and support student achievement outcomes.

Strategy: Extended School Day

Minutes added to school year: 720

Students will have an opportunity to participate in enrichment activities either before school or after school to improve their attitude of school, create positive connections with adults & provide fun in a healthy way.

Strategy Rationale

The more positive connections & fun students have at school, the better they feel about themselves and their school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Meghan, meghan.davis@indianriverschools.org

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

Student & Parent Surveys, attendance to school and the enrichment activities.

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.

Indian River Academy has an additional Headstart program to support three and four year olds. These program will increase the literacy, math, science and social experiences for our existing Headstart & VPK classrooms.

In our current VPK classroom, we have added community support volunteers (Americorp) to increase the adult/student ratio.

It is evident with the amount of collaboration between community, school, parent and child it takes for success, continued support for students and family's will need to be increased into middle school. We have created a partnership with Oslo Middle school to improve the transition of our students and families. Oslo will be offering a middle school summer camp with family members to improve the engagement of parent with their middle schooler. This is held in August for incoming sixth graders to Oslo. We are also holding our 5th Grade Formal Graduation at Oslo Middle School to improve the connection.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers use effective strategies and presentation of standards based instruction and assessments, then 59% of our students will be proficient in ELA, 56% will be proficient in Math Florida State Standards and 56% of our students proficient in Science . These will be evident by the ELA & Math FSA & FCAT Science 2.0.
- G2.** Through continued collaboration utilizing Conscious Discipline, our school family will create more effective school wide and classroom structures so that ALL students can learn in a safe environment evidenced by a 10% decrease in office discipline referrals (ODRs).

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 teachers use effective strategies and presentation of standards based instruction and assessments, then 59% of our students will be proficient in ELA, 56% will be proficient in Math Florida State Standards and 56% of our students proficient in Science . These will be evident by the ELA & Math FSA & FCAT Science 2.0. **1a**

G100597

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	59.0
FSA Mathematics Achievement	56.0
FCAT 2.0 Science Proficiency	56.0
ELA/Reading Gains	68.0
Math Gains	67.0

Targeted Barriers to Achieving the Goal **3**

- Lack of collaborative planning tools, across and within grade levels, to support standards-based instruction for teachers.
- Lack of professional development in standards-based instruction for teachers.
- Lack of immediate feedback with delivery of standards-based instruction.

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

- Go Math & FASTMATH
- CPALMS
- Wonders & Iready
- Resource Coaches and Literacy Coach
- Collaborative Planning
- Florida Standards, Content Limits & Item Specifications
- District Curriculum Maps

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

Increase in student proficiency on state and district assessments.

Person Responsible

Diane Fannin

Schedule

Quarterly, from 5/25/2018 to 5/24/2019

Evidence of Completion

Unit Assessments, FSA, Iready Diagnostics

G2. Through continued collaboration utilizing Conscious Discipline, our school family will create more effective school wide and classroom structures so that ALL students can learn in a safe environment evidenced by a 10% decrease in office discipline referrals (ODRs). 1a

G100598

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of ongoing professional development in Conscious Discipline for teachers.
- Lack of on-site Conscious Discipline support for teachers.
- Lack of Conscious Discipline structures in classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Conscious Discipline and Creating A School family written by by Dr. Becky Bailey
- Conscious Discipline with Dr. Becky Bailey Live Event - Professional Development Training
- Conscious Discipline Site Coach
- Amy Spiedel, Conscious Discipline Facilitator
- Conscious Discipline Strategies

Plan to Monitor Progress Toward G2. 8

Collect and review Office Discipline Referral data, CIRs and Student Suspension data.

Person Responsible

Meghan Davis

Schedule

Biweekly, from 9/11/2018 to 5/6/2019

Evidence of Completion

Decrease in Office Discipline Referrals, CIR's & OSS, climate of classroom environment

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. If teachers use effective strategies and presentation of standards based instruction and assessments, then 59% of our students will be proficient in ELA, 56% will be proficient in Math Florida State Standards and 56% of our students proficient in Science . These will be evident by the ELA & Math FSA & FCAT Science 2.0. **1**

 G100597

G1.B1 Lack of collaborative planning tools, across and within grade levels, to support standards-based instruction for teachers. **2**

 B271420

G1.B1.S1 Creation of grade-level focus calendars through team collaborative planning. **4**

 S287290

Strategy Rationale

Focused planning with the end in mind will lead to student success.

Action Step 1 **5**

Teachers will create a standards-based focus calendar for ELA, Science & Math Standards at each grade level. Calendars will be based on district pacing guides, florida state standards and student data trends.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Focus Calendars, District Pacing Guides, Student Data Trackers

Action Step 2 **5**

Teachers will utilize standards-based focus calendars (ELA, Science & Math) during weekly collaborative planning meetings with their grade level teams to guide lesson and unit planning.

Person Responsible

Kim Vollbracht

Schedule

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

Evidence of Completion

Focus Calendars, Planning meeting agendas and minutes, Planning protocols

Action Step 3 5

Focus calendars will be revised as needed in response to student data trends as evidenced by progress monitoring, student data trends, and results of informal and formal assessments.

Person Responsible

Kim Vollbracht

Schedule

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

Evidence of Completion

Revised focus calendars, planning meeting agendas and minutes, teacher lesson plans, Data Meeting Agendas and Minutes

Action Step 4 5

Standards covered will be displayed on teacher common boards in classrooms and utilized throughout the lesson for connection with the learning goal, lesson and task.

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Common Boards in classrooms with displayed standard as observed in classroom walk-throughs and observations; Connection of standard to lesson as observed in classroom walk-throughs and observations

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

Instructional coaches will attend teacher planning sessions and support teachers in creating standards-based lessons, tasks and assessments as guided by the Focus calendar.

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Revised focus calendars, agendas and minutes of Leadership Team Meetings, Common Boards, Walk-through and Observation Data

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

Administrative team will perform walk-throughs, informal observations and formal observations leaving feedback for teachers focused on standards-based lessons, tasks and assessments.

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Walk-through notes, TrueNorth Logic, Monthly "Sweeps"

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

Walk-throughs, teacher conferencing

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Common Boards, Student Work, Walkthrough Notes

G1.B1.S2 Creation and adherence to collaborative planning and instructional rounds protocols. 4

S287291

Strategy Rationale

Focused planning with the end in mind will lead to student success and peer-to-peer observations leading to improved instruction and planning.

Action Step 1 5

Teachers will utilize grade-level planning protocols in their team planning meetings to create standards-based lessons to include objectives, tasks and assessments.

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Grade-level planning protocols, Lesson Plans, Planning Meeting Agendas

Action Step 2 5

Teachers will participate in lesson planning professional development to revise lesson plans created in collaborative planning to include assessments, objectives (standards/learning targets), and tasks aligned to standards.

Person Responsible

Diane Fannin

Schedule

Every 6 Weeks, from 9/7/2018 to 5/17/2019

Evidence of Completion

PD Sign-in sheet, PD worksheets as completed by participants

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative team will create and utilize an academic structures and implementation checklist to be utilized in observations for tracking data and monitoring trends in instructional delivery and student engagement as related to teacher lesson plans and schedules.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Academic Structures and Implementation Checklist, Walk-through Notes, DA Observation Form

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative team will meet quarterly to compile, analyze and discuss data trends in instructional delivery and student engagement as related to teacher lesson plans and schedules.

Person Responsible

Diane Fannin

Schedule

Quarterly, from 9/3/2018 to 4/29/2019

Evidence of Completion

Administrative Meeting Notes, Academic Structures and Implementation Checklist, Walk-through Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Using the instructional checklist, overall school data trends and goals will be posted quarterly on the School Improvement bulletin board. This will include celebrations of meeting the previous month's goals and new instructional delivery and student engagement goals for the upcoming month.

Person Responsible

Meghan Davis

Schedule

Quarterly, from 10/22/2018 to 4/29/2019

Evidence of Completion

School Improvement Plan Bulletin Board, Celebration Posts, Goal Posts

G1.B2 Lack of professional development in standards-based instruction for teachers. 2

B271421

G1.B2.S1 Monthly Professional Development in Standards-Based Instruction 4

S287292

Strategy Rationale

Continued professional development in Standards-Based Instruction strategies builds teacher capacity for implementation.

Action Step 1 5

The Leadership team will develop a professional development calendar which includes Standards-Based Instruction.

Person Responsible

Diane Fannin

Schedule

Monthly, from 7/23/2018 to 4/29/2019

Evidence of Completion

Professional Development Calendar

Action Step 2 5

At the professional development session, teachers will create and monitor goals with their grade-level teams on implementation of the topic presented.

Person Responsible

Meghan Davis

Schedule

Quarterly, from 10/15/2018 to 4/22/2019

Evidence of Completion

Professional Development Agendas, Team Goal Sheets, Teacher Reflections

Action Step 3 5

Teachers will implement Standards-Based Instruction strategies in their classroom delivery and monitor student progress toward mastery of standards.

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Lesson Plans, Walk-through notes, Student Data Tracker

Action Step 4 5

Teachers will reflect on implementation of strategies using data collected from progress monitoring and revise strategy as needed.

Person Responsible

Meghan Davis

Schedule

Quarterly, from 10/15/2018 to 4/22/2019

Evidence of Completion

Student Data Tracker, Revised Lesson Plans, Data Protocol Notes, Data Meetings

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

The administrative team will perform walk-throughs of classrooms focused on grade-level SBI goals. Notes and feedback will be based on the school team and teacher's individual goals being met by strategies learned at professional development sessions.

Person Responsible

Diane Fannin

Schedule

Monthly, from 9/3/2018 to 5/20/2019

Evidence of Completion

Walk-through documentation and notes, Leadership Team Agendas and Minutes

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

Regular data meetings with grade level teachers will be held to monitor student progress.

Person Responsible

Diane Fannin

Schedule

Monthly, from 10/15/2018 to 4/22/2019

Evidence of Completion

Data Meeting Agenda and Minutes, Student Data Tracking Sheets, Assessment Data

G1.B2.S2 Professional Development through the Moonshot Academy/ELO focused on Bringing the Standards to Life in literacy through standard, task, and performance. 4

S287293

Strategy Rationale

Continued professional development in Standards-Based Instruction strategies builds teacher capacity for implementation. All teachers K-5 can be trained to make Moonshot/ELOs more effective and translate those best practices to their daily classrooms.

Action Step 1 5

Planning meeting with The Learning Alliance to define needs and coordinate scheduling of staff.

Person Responsible

Diane Fannin

Schedule

On 5/25/2018

Evidence of Completion

Planning Meeting Agenda and Minutes

Action Step 2 5

Expectations and Commitment Reviewed with Participating Faculty and Staff

Person Responsible

Meghan Davis

Schedule

Quarterly, from 8/6/2018 to 4/8/2019

Evidence of Completion

Signed Commitments

Action Step 3 5

Implementation of Strategies in ELOs

Person Responsible

Diane Fannin

Schedule

Every 6 Weeks, from 9/17/2018 to 3/4/2019

Evidence of Completion

ELO Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Walk-throughs by Administration

Person Responsible

Diane Fannin

Schedule

Weekly, from 10/29/2018 to 4/15/2019

Evidence of Completion

Sign-in Sheets, Lesson Plans, Leadership Meeting Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Analysis of Student Work to Drive Instruction and Results of Formative Assessments

Person Responsible

Diane Fannin

Schedule

Monthly, from 11/5/2018 to 4/8/2019

Evidence of Completion

Increase with proficiency on standards based on student work and formative assessments

G1.B3 Lack of immediate feedback with delivery of standards-based instruction. 2

B271422

G1.B3.S1 Utilize Instructional coaches to provide immediate feedback on planned instruction. 4

S287294

Strategy Rationale

Immediate feedback improves teacher effectiveness.

Action Step 1 5

Assigned Instructional Coaches to specific grade levels with defined roles.

Person Responsible

Diane Fannin

Schedule

Evidence of Completion

IRA's Defined Leadership Roles document.

Action Step 2 5

Instructional Coaches providing immediate feedback to teachers on a regular basis.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Leadership Meeting Notes, notes to teachers from coaches

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership Team Meetings Focused on Planning

Person Responsible

Diane Fannin

Schedule

Biweekly, from 8/6/2018 to 5/20/2019

Evidence of Completion

Leadership Team Agendas and Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

One-to-One Coaching

Person Responsible

Diane Fannin

Schedule

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

Evidence of Completion

Carbon Copy Feedback Notes

G1.B3.S2 Focused feedback from administrative team on a regular basis. 4

S287295

Strategy Rationale

Immediate feedback improves teacher effectiveness.

Action Step 1 5

One-to-One Data Meetings with Teachers, administrators & students

Person Responsible

Diane Fannin

Schedule

Every 6 Weeks, from 10/22/2018 to 5/13/2019

Evidence of Completion

Data Tracking Sheets & data books

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Data

Person Responsible

Diane Fannin

Schedule

Every 6 Weeks, from 10/22/2018 to 4/29/2019

Evidence of Completion

Unify, iReady

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Increase in Teacher Effectiveness via Classroom Walkthroughs

Person Responsible

Meghan Davis

Schedule

Monthly, from 9/3/2018 to 5/20/2019

Evidence of Completion

Carbon Copy Feedback Notes, IPS Rating Scores, Observation Feedback Emails,
Classroom Walkthrough data

G2. Through continued collaboration utilizing Conscious Discipline, our school family will create more effective school wide and classroom structures so that ALL students can learn in a safe environment evidenced by a 10% decrease in office discipline referrals (ODRs). 1

G100598

G2.B1 Lack of ongoing professional development in Conscious Discipline for teachers. 2

B271423

G2.B1.S1 Monthly Conscious Discipline Professional Development sessions. 4

S287296

Strategy Rationale

Continued professional development in Conscious Discipline strategies builds teacher capacity for implementation.

Action Step 1 5

Development of Conscious Discipline professional development calendar with session focuses.

Person Responsible

Meghan Davis

Schedule

Annually, from 8/6/2018 to 5/22/2019

Evidence of Completion

Calendar (including Focus of Each Session)

Action Step 2 5

Implementation of Conscious Discipline professional development workshops for all staff.

Person Responsible

Diane Fannin

Schedule

Monthly, from 9/12/2018 to 3/13/2019

Evidence of Completion

Agendas, Sign-in sheets, Participant Reflections

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review at bi-weekly PBIS meetings to determine CD professional development focuses.

Person Responsible

Diane Fannin

Schedule

Biweekly, from 8/28/2018 to 5/14/2019

Evidence of Completion

Agendas, Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitoring of Focus Calendar Classroom Implementation

Person Responsible

Diane Fannin

Schedule

Monthly, from 9/3/2018 to 5/6/2019

Evidence of Completion

Conscious Discipline Structures Check Sheet, Behavior Log, CIR review

G2.B1.S2 Quarterly Conscious Discipline Sessions with Amy Spiedel, Conscious Discipline Facilitator

4

 S287297

Strategy Rationale

Continued professional development in Conscious Discipline strategies builds teacher capacity for implementation.

Action Step 1 5

Schedule quarterly CD sessions with a CD facilitator

Person Responsible

Diane Fannin

Schedule

Quarterly, from 9/12/2018 to 3/13/2019

Evidence of Completion

IRA PD Calendar, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PD Staff Calendar

Person Responsible

Diane Fannin

Schedule

Monthly, from 8/6/2018 to 5/6/2019

Evidence of Completion

CD Focus Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring of CD Classroom Implementation

Person Responsible

Meghan Davis

Schedule

Monthly, from 8/13/2018 to 5/6/2019

Evidence of Completion

CD Classroom Structure Checklist, Teacher Reflections, Walk-throughs, IRA ODR Data

G2.B2 Lack of on-site Conscious Discipline support for teachers. 2

 B271424

G2.B2.S1 Embedding in-class support by the CD Coach on an as needed basis & utilizing the Time Machine structure. 4

 S287298

Strategy Rationale

If teachers are provided with more in-class training, they will become more proficient in their own classroom problem solving.

Action Step 1 5

Time Machines will be provided to every teacher with training on the use.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Use of time machines by students outside and inside their classrooms.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Discipline Data

Person Responsible

Diane Fannin

Schedule

Monthly, from 8/28/2018 to 5/24/2019

Evidence of Completion

Discipline Data will be reviewed by PBIS team emphasizing the action taken and the behavior exhibited by the child.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data Review by PBIS Team & Leadership Team

Person Responsible

Meghan Davis

Schedule

Quarterly, from 8/28/2018 to 5/21/2019

Evidence of Completion

Discipline Log, ODR's, CIR's

G2.B3 Lack of Conscious Discipline structures in classrooms. 2

B271425

G2.B3.S1 Implement Conscious Discipline Peer Teacher Pairs. 4

S287299

Strategy Rationale

Teachers with experience and training in CD can provide support for teachers new to CD in terms of structures and rituals.

Action Step 1 5

Teachers new to Conscious Discipline (1-2 years experience) will be paired with teachers with more experience in Conscious Discipline (3-4 years experience) as Conscious Discipline Peer Teachers

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Peer Teacher Sign-Up Sheet

Action Step 2 5

Teachers will have the opportunity to observe Conscious Discipline strategies in action in other classrooms.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Observation Notes, as needed by evidence of behavior log review

Action Step 3 5

Teachers will have their students work together on modeling Conscious Discipline strategies for the student's in their "buddy" class (such as Time Machine, Feeling Buddies, Baby Doll Curriculum or I Love You Rituals).

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Lesson Plans, Observation Notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Walkthroughs

Person Responsible

Alex Langlois

Schedule

Daily, from 8/19/2019 to 8/19/2019

Evidence of Completion

Teacher to teacher Meeting notes, PBIS Meeting Notes, Increase in CD Structures in classrooms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The PBIS will track student data for Office Discipline Referrals and classrooms calls.

Person Responsible

Meghan Davis

Schedule

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

Evidence of Completion

Number of Office Discipline Referrals, Number, Type and Location of Calls for support

G2.B3.S2 Set school-wide goals for implementation of CD structures throughout the year. 4

S287300

Strategy Rationale

Setting staggered goals throughout the year gives teachers time to learn, implement and utilize the structure effectively in the classroom.

Action Step 1 5

Teachers will attend an initial training on Conscious Discipline, with a brief overview of classroom structures, and then walk-through teacher's classrooms to observe CD structures throughout the school.

Person Responsible

Alex Langlois

Schedule

Quarterly, from 8/6/2018 to 4/15/2019

Evidence of Completion

Conscious Discipline Structure Checklist

Action Step 2 5

The Leadership Team will walk through the school to observe Conscious Discipline Structures and implementation of structures.

Person Responsible

Diane Fannin

Schedule

Monthly, from 8/13/2018 to 5/13/2019

Evidence of Completion

Observation Form and Walk-through notes, Conscious Discipline structures focus calendar

Action Step 3 5

The Conscious Discipline Support team will provide targeted support in classrooms to implement and utilize Conscious Discipline structures.

Person Responsible

Alex Langlois

Schedule

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

Evidence of Completion

CD Team Schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

The PBIS team will meet to provide progress and additional needs.

Person Responsible

Alex Langlois

Schedule

Biweekly, from 8/21/2018 to 5/14/2019

Evidence of Completion

PBIS Team Agenda and Minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

The PBIS Team will track student data for Office Discipline Referrals, CIRs and classrooms calls.

Person Responsible

Alex Langlois

Schedule

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

Evidence of Completion

Office Discipline Referral Rate; Number, Type and Location of Classroom Calls for Assistance

V. Professional Development Opportunities

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

G1. If teachers use effective strategies and presentation of standards based instruction and assessments, then 59% of our students will be proficient in ELA, 56% will be proficient in Math Florida State Standards and 56% of our students proficient in Science . These will be evident by the ELA & Math FSA & FCAT Science 2.0.

G1.B1 Lack of collaborative planning tools, across and within grade levels, to support standards-based instruction for teachers.

G1.B1.S2 Creation and adherence to collaborative planning and instructional rounds protocols.

PD Opportunity 1

Teachers will participate in lesson planning professional development to revise lesson plans created in collaborative planning to include assessments, objectives (standards/learning targets), and tasks aligned to standards.

Facilitator

Diane Fannin

Participants

IRA Staff

Schedule

Every 6 Weeks, from 9/7/2018 to 5/17/2019

G1.B2 Lack of professional development in standards-based instruction for teachers.

G1.B2.S1 Monthly Professional Development in Standards-Based Instruction

PD Opportunity 1

At the professional development session, teachers will create and monitor goals with their grade-level teams on implementation of the topic presented.

Facilitator

Diane Fannin and Meghan Davis

Participants

IRA Faculty and Staff

Schedule

Quarterly, from 10/15/2018 to 4/22/2019

G2. Through continued collaboration utilizing Conscious Discipline, our school family will create more effective school wide and classroom structures so that ALL students can learn in a safe environment evidenced by a 10% decrease in office discipline referrals (ODRs).

G2.B1 Lack of ongoing professional development in Conscious Discipline for teachers.

G2.B1.S1 Monthly Conscious Discipline Professional Development sessions.

PD Opportunity 1

Implementation of Conscious Discipline professional development workshops for all staff.

Facilitator

Alex Langlois-BIS or Amy Speidel-CD Facilitator

Participants

IRA Teachers

Schedule

Monthly, from 9/12/2018 to 3/13/2019

G2.B1.S2 Quarterly Conscious Discipline Sessions with Amy Spiedel, Conscious Discipline Facilitator

PD Opportunity 1

Schedule quarterly CD sessions with a CD facilitator

Facilitator

Amy Spiedel

Participants

IRA Faculty and Staff

Schedule

Quarterly, from 9/12/2018 to 3/13/2019

G2.B2 Lack of on-site Conscious Discipline support for teachers.

G2.B2.S1 Embedding in-class support by the CD Coach on an as needed basis & utilizing the Time Machine structure.

PD Opportunity 1

Time Machines will be provided to every teacher with training on the use.

Facilitator

Alexandre Langlois

Participants

All teachers

Schedule

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

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	Teachers will create a standards-based focus calendar for ELA, Science & Math Standards at each grade level. Calendars will be based on district pacing guides, florida state standards and student data trends.	\$0.00
2	G1.B1.S1.A2	Teachers will utilize standards-based focus calendars (ELA, Science & Math) during weekly collaborative planning meetings with their grade level teams to guide lesson and unit planning.	\$0.00
3	G1.B1.S1.A3	Focus calendars will be revised as needed in response to student data trends as evidenced by progress monitoring, student data trends, and results of informal and formal assessments.	\$0.00
4	G1.B1.S1.A4	Standards covered will be displayed on teacher common boards in classrooms and utilized throughout the lesson for connection with the learning goal, lesson and task.	\$0.00
5	G1.B1.S2.A1	Teachers will utilize grade-level planning protocols in their team planning meetings to create standards-based lessons to include objectives, tasks and assessments.	\$0.00
6	G1.B1.S2.A2	Teachers will participate in lesson planning professional development to revise lesson plans created in collaborative planning to include assessments, objectives (standards/learning targets), and tasks aligned to standards.	\$0.00
7	G1.B1.S2.A3		\$0.00
8	G1.B2.S1.A1	The Leadership team will develop a professional development calendar which includes Standards-Based Instruction.	\$0.00
9	G1.B2.S1.A2	At the professional development session, teachers will create and monitor goals with their grade-level teams on implementation of the topic presented.	\$0.00
10	G1.B2.S1.A3	Teachers will implement Standards-Based Instruction strategies in their classroom delivery and monitor student progress toward mastery of standards.	\$0.00
11	G1.B2.S1.A4	Teachers will reflect on implementation of strategies using data collected from progress monitoring and revise strategy as needed.	\$0.00
12	G1.B2.S2.A1	Planning meeting with The Learning Alliance to define needs and coordinate scheduling of staff.	\$0.00
13	G1.B2.S2.A2	Expectations and Commitment Reviewed with Participating Faculty and Staff	\$0.00
14	G1.B2.S2.A3	Implementation of Strategies in ELOs	\$0.00
15	G1.B3.S1.A1	Assigned Instructional Coaches to specific grade levels with defined roles.	\$0.00
16	G1.B3.S1.A2	Instructional Coaches providing immediate feedback to teachers on a regular basis.	\$0.00
17	G1.B3.S2.A1	One-to-One Data Meetings with Teachers, administrators & students	\$12,000.00

Indian River - 0221 - Indian River Academy - 2018-19 SIP
Indian River Academy

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - Indian River Academy	Title, I Part A		\$12,000.00
18	G2.B1.S1.A1	Development of Conscious Discipline professional development calendar with session focuses.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Title I, Part A		\$7,500.00
			<i>Notes: 6400.1010</i>			
19	G2.B1.S1.A2	Implementation of Conscious Discipline professional development workshops for all staff.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0221 - Indian River Academy			\$3,500.00
			0221 - Indian River Academy			\$0.00
20	G2.B1.S2.A1	Schedule quarterly CD sessions with a CD facilitator				\$0.00
21	G2.B2.S1.A1	Time Machines will be provided to every teacher with training on the use.				\$0.00
22	G2.B3.S1.A1	Teachers new to Conscious Discipline (1-2 years experience) will be paired with teachers with more experience in Conscious Discipline (3-4 years experience) as Conscious Discipline Peer Teachers				\$0.00
23	G2.B3.S1.A2	Teachers will have the opportunity to observe Conscious Discipline strategies in action in other classrooms.				\$0.00
24	G2.B3.S1.A3	Teachers will have their students work together on modeling Conscious Discipline strategies for the student's in their "buddy" class (such as Time Machine, Feeling Buddies, Baby Doll Curriculum or I Love You Rituals).				\$0.00
25	G2.B3.S2.A1	Teachers will attend an initial training on Conscious Discipline, with a brief overview of classroom structures, and then walk-through teacher's classrooms to observe CD structures throughout the school.				\$0.00
26	G2.B3.S2.A2	The Leadership Team will walk through the school to observe Conscious Discipline Structures and implementation of structures.				\$0.00
27	G2.B3.S2.A3	The Conscious Discipline Support team will provide targeted support in classrooms to implement and utilize Conscious Discipline structures.				\$0.00
					Total:	\$23,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B3.S1.A1  A389721	Assigned Instructional Coaches to specific grade levels with defined roles.	Fannin, Diane	8/6/2018	IRA's Defined Leadership Roles document.	No End Date one-time
G1.B1.S2.A3  A389713	[no content entered]		No Start Date		No End Date one-time
G2.B3.S2.MA3  M425724	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.A1  A389718	Planning meeting with The Learning Alliance to define needs and coordinate scheduling of staff.	Fannin, Diane	5/14/2018	Planning Meeting Agenda and Minutes	5/25/2018 one-time
G1.B2.S2.A3  A389720	Implementation of Strategies in ELOs	Fannin, Diane	9/17/2018	ELO Lesson Plans	3/4/2019 every-6-weeks
G2.B1.S1.A2  A389725	Implementation of Conscious Discipline professional development workshops for all staff.	Fannin, Diane	9/12/2018	Agendas, Sign-in sheets, Participant Reflections	3/13/2019 monthly
G2.B1.S2.A1  A389726	Schedule quarterly CD sessions with a CD facilitator	Fannin, Diane	9/12/2018	IRA PD Calendar, sign in sheets	3/13/2019 quarterly
G1.B2.S2.MA1  M425707	Analysis of Student Work to Drive Instruction and Results of Formative Assessments	Fannin, Diane	11/5/2018	Increase with proficiency on standards based on student work and formative assessments	4/8/2019 monthly
G1.B2.S2.A2  A389719	Expectations and Commitment Reviewed with Participating Faculty and Staff	Davis, Meghan	8/6/2018	Signed Commitments	4/8/2019 quarterly
G1.B2.S2.MA1  M425708	Walk-throughs by Administration	Fannin, Diane	10/29/2018	Sign-in Sheets, Lesson Plans, Leadership Meeting Notes	4/15/2019 weekly
G2.B3.S2.A1  A389731	Teachers will attend an initial training on Conscious Discipline, with a brief overview of...	Langlois, Alex	8/6/2018	Conscious Discipline Structure Checklist	4/15/2019 quarterly
G1.B2.S1.MA1  M425705	Regular data meetings with grade level teachers will be held to monitor student progress.	Fannin, Diane	10/15/2018	Data Meeting Agenda and Minutes, Student Data Tracking Sheets, Assessment Data	4/22/2019 monthly
G1.B2.S1.A2  A389715	At the professional development session, teachers will create and monitor goals with their...	Davis, Meghan	10/15/2018	Professional Development Agendas, Team Goal Sheets, Teacher Reflections	4/22/2019 quarterly
G1.B2.S1.A4  A389717	Teachers will reflect on implementation of strategies using data collected from progress monitoring...	Davis, Meghan	10/15/2018	Student Data Tracker, Revised Lesson Plans, Data Protocol Notes, Data Meetings	4/22/2019 quarterly
G1.B2.S1.A1  A389714	The Leadership team will develop a professional development calendar which includes Standards-Based...	Fannin, Diane	7/23/2018	Professional Development Calendar	4/29/2019 monthly
G1.B1.S2.MA1  M425702	Using the instructional checklist, overall school data trends and goals will be posted quarterly on...	Davis, Meghan	10/22/2018	School Improvement Plan Bulletin Board, Celebration Posts, Goal Posts	4/29/2019 quarterly
G1.B1.S2.MA2  M425704	Administrative team will meet quarterly to compile, analyze and discuss data trends in...	Fannin, Diane	9/3/2018	Administrative Meeting Notes, Academic Structures and Implementation Checklist, Walk-through Notes	4/29/2019 quarterly
G1.B3.S2.MA1  M425712	Data	Fannin, Diane	10/22/2018	Unify, iReady	4/29/2019 every-6-weeks
G2.MA1  M425725	Collect and review Office Discipline Referral data, CIRs and Student Suspension data.	Davis, Meghan	9/11/2018	Decrease in Office Discipline Referrals, CIR's & OSS, climate of classroom environment	5/6/2019 biweekly

Indian River - 0221 - Indian River Academy - 2018-19 SIP

Indian River Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M425714	Monitoring of Focus Calendar Classroom Implementation	Fannin, Diane	9/3/2018	Conscious Discipline Structures Check Sheet, Behavior Log, CIR review	5/6/2019 monthly
G2.B1.S2.MA1 M425716	Monitoring of CD Classroom Implementation	Davis, Meghan	8/13/2018	CD Classroom Structure Checklist, Teacher Reflections, Walk-throughs, IRA ODR Data	5/6/2019 monthly
G2.B1.S2.MA1 M425717	PD Staff Calendar	Fannin, Diane	8/6/2018	CD Focus Calendar	5/6/2019 monthly
G1.B3.S2.A1 A389723	One-to-One Data Meetings with Teachers, administrators & students	Fannin, Diane	10/22/2018	Data Tracking Sheets & data books	5/13/2019 every-6-weeks
G2.B3.S2.A2 A389732	The Leadership Team will walk through the school to observe Conscious Discipline Structures and...	Fannin, Diane	8/13/2018	Observation Form and Walk-through notes, Conscious Discipline structures focus calendar	5/13/2019 monthly
G2.B1.S1.MA1 M425715	Review at bi-weekly PBIS meetings to determine CD professional development focuses.	Fannin, Diane	8/28/2018	Agendas, Sign-in sheets	5/14/2019 biweekly
G2.B3.S2.MA1 M425723	The PBIS team will meet to provide progress and additional needs.	Langlois, Alex	8/21/2018	PBIS Team Agenda and Minutes	5/14/2019 biweekly
G1.B1.S2.A2 A389712	Teachers will participate in lesson planning professional development to revise lesson plans...	Fannin, Diane	9/7/2018	PD Sign-in sheet, PD worksheets as completed by participants	5/17/2019 every-6-weeks
G1.B2.S1.MA1 M425706	The administrative team will perform walk-throughs of classrooms focused on grade-level SBI goals....	Fannin, Diane	9/3/2018	Walk-through documentation and notes, Leadership Team Agendas and Minutes	5/20/2019 monthly
G1.B3.S1.MA1 M425710	Leadership Team Meetings Focused on Planning	Fannin, Diane	8/6/2018	Leadership Team Agendas and Minutes	5/20/2019 biweekly
G1.B3.S2.MA1 M425711	Increase in Teacher Effectiveness via Classroom Walkthroughs	Davis, Meghan	9/3/2018	Carbon Copy Feedback Notes, IPS Rating Scores, Observation Feedback Emails, Classroom Walkthrough data	5/20/2019 monthly
G2.B2.S1.MA1 M425718	Data Review by PBIS Team & Leadership Team	Davis, Meghan	8/28/2018	Discipline Log, ODR's, CIR's	5/21/2019 quarterly
G2.B1.S1.A1 A389724	Development of Conscious Discipline professional development calendar with session focuses.	Davis, Meghan	8/6/2018	Calendar (including Focus of Each Session)	5/22/2019 annually
G1.MA1 M425713	Increase in student proficiency on state and district assessments.	Fannin, Diane	5/25/2018	Unit Assessments, FSA, Iready Diagnostics	5/24/2019 quarterly
G1.B1.S1.MA1 M425699	Walk-throughs, teacher conferencing	Fannin, Diane	8/24/2018	Common Boards, Student Work, Walkthrough Notes	5/24/2019 biweekly
G1.B1.S1.MA1 M425700	Instructional coaches will attend teacher planning sessions and support teachers in creating...	Fannin, Diane	8/8/2018	Revised focus calendars, agendas and minutes of Leadership Team Meetings, Common Boards, Walk-through and Observation Data	5/24/2019 weekly
G1.B1.S1.MA3 M425701	Administrative team will perform walk-throughs, informal observations and formal observations...	Fannin, Diane	8/24/2018	Walk-through notes, TrueNorth Logic, Monthly "Sweeps"	5/24/2019 monthly
G1.B1.S1.A1 A389707	Teachers will create a standards-based focus calendar for ELA, Science & Math Standards at each...	Davis, Meghan	8/8/2018	Focus Calendars, District Pacing Guides, Student Data Trackers	5/24/2019 monthly
G1.B1.S1.A2 A389708	Teachers will utilize standards-based focus calendars (ELA, Science & Math) during weekly...	Vollbracht, Kim	8/8/2018	Focus Calendars, Planning meeting agendas and minutes, Planning protocols	5/24/2019 weekly
G1.B1.S1.A3 A389709	Focus calendars will be revised as needed in response to student data trends as evidenced by...	Vollbracht, Kim	8/8/2018	Revised focus calendars, planning meeting agendas and minutes, teacher lesson plans, Data Meeting Agendas and Minutes	5/24/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A4 A389710	Standards covered will be displayed on teacher common boards in classrooms and utilized throughout...	Fannin, Diane	8/24/2018	Common Boards in classrooms with displayed standard as observed in classroom walk-throughs and observations; Connection of standard to lesson as observed in classroom walk-throughs and observations	5/24/2019 daily
G1.B2.S1.A3 A389716	Teachers will implement Standards-Based Instruction strategies in their classroom delivery and...	Fannin, Diane	8/13/2018	Lesson Plans, Walk-through notes, Student Data Tracker	5/24/2019 daily
G1.B3.S1.MA1 M425709	One-to-One Coaching	Fannin, Diane	8/13/2018	Carbon Copy Feedback Notes	5/24/2019 weekly
G1.B3.S1.A2 A389722	Instructional Coaches providing immediate feedback to teachers on a regular basis.	Davis, Meghan	8/13/2018	Leadership Meeting Notes, notes to teachers from coaches	5/24/2019 weekly
G2.B2.S1.MA1 M425719	Discipline Data	Fannin, Diane	8/28/2018	Discipline Data will be reviewed by PBIS team emphasizing the action taken and the behavior exhibited by the child.	5/24/2019 monthly
G2.B2.S1.A1 A389727	Time Machines will be provided to every teacher with training on the use.	Davis, Meghan	8/13/2018	Use of time machines by students outside and inside their classrooms.	5/24/2019 daily
G2.B3.S1.MA1 M425720	The PBIS will track student data for Office Discipline Referrals and classrooms calls.	Davis, Meghan	8/13/2018	Number of Office Discipline Referrals, Number, Type and Location of Calls for support	5/24/2019 daily
G2.B3.S1.A1 A389728	Teachers new to Conscious Discipline (1-2 years experience) will be paired with teachers with more...	Davis, Meghan	8/13/2018	Peer Teacher Sign-Up Sheet	5/24/2019 annually
G2.B3.S1.A2 A389729	Teachers will have the opportunity to observe Conscious Discipline strategies in action in other...	Davis, Meghan	8/13/2018	Observation Notes, as needed by evidence of behavior log review	5/24/2019 daily
G2.B3.S1.A3 A389730	Teachers will have their students work together on modeling Conscious Discipline strategies for the...	Davis, Meghan	8/13/2018	Lesson Plans, Observation Notes	5/24/2019 daily
G1.B1.S2.MA1 M425703	Administrative team will create and utilize an academic structures and implementation checklist to...	Davis, Meghan	8/13/2018	Academic Structures and Implementation Checklist, Walk-through Notes, DA Observation Form	5/24/2019 monthly
G1.B1.S2.A1 A389711	Teachers will utilize grade-level planning protocols in their team planning meetings to create...	Fannin, Diane	8/8/2018	Grade-level planning protocols, Lesson Plans, Planning Meeting Agendas	5/24/2019 weekly
G2.B3.S2.MA1 M425722	The PBIS Team will track student data for Office Discipline Referrals, CIRs and classrooms calls.	Langlois, Alex	8/13/2018	Office Discipline Referral Rate; Number, Type and Location of Classroom Calls for Assistance	5/24/2019 daily
G2.B3.S2.A3 A389733	The Conscious Discipline Support team will provide targeted support in classrooms to implement and...	Langlois, Alex	8/13/2018	CD Team Schedules	5/24/2019 daily
G2.B3.S1.MA1 M425721	Classroom Walkthroughs	Langlois, Alex	8/19/2019	Teacher to teacher Meeting notes, PBIS Meeting Notes, Increase in CD Structures in classrooms	8/19/2019 daily