2013-2014 SCHOOL IMPROVEMENT PLAN

Indian River Elementary School

650 ROBERTS RD

Edgewater, FL 32141

386-426-7350

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	20%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Indian River Elem. School

Principal
Delecia Stevenson

School Advisory Council chair
Sara Salzano

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sara Salzano	School Advisory Chairperson
Delecia Stevenson	Principal
Willie McCoy	Assistant Principal
Stacey Gray	Kindergarten Teacher
Brittany Hilldale	First Grade Teacher
Christina Norman	Second Grade Teacher
Sue Seymour	Third Grade Teacher
Reashun Merrick	Fourth Grade Teacher
Christina Turnbow	Fifth Grade Teacher
Martha Carden	Math Coach
Pete Maman	Guidance Counselor

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Delecia Stevenson-Principal
Sara Salzano-Teacher/SAC Chairman
Kim Hershberger-Support Staff
Robert Schultz-Teacher

Linda Weeks/Teacher
Linda Negedly-Bubb-VCSB employes/DAC Rep
Tahna Cubbedge-Parent/DAC Rep
Laura Henry-Parent
Casey Smith-Parent
April Michalowski-Parent
Cyndi Bailey-Parent
Sharon Knowlton-Parent
Rachel King-Parent
Donna Mason-Parent
Lori Sablad-Parent
The people on this list represent the diverse ethnic, racial, and economic community members who may or may not be employed by the District of Volusia County. At least one member represents support personnel who are employed at this school site.
Indian River has 6 VCS employees with a total of 15 SAC members. That equates to a 60% parents and community members.

Involvement of the SAC in the development of the SIP

The SAC Board will:
*EXPECTATIONS and involvement for
SCHOOL ADVISORY COUNCIL (SAC) MEMBERS
1. Actively participate in the school improvement process and attend all SAC meetings.
3. Assist in using Florida's education goals and the district's goals as guiding principles.
4. Assist in examining all aspects of the school when developing the School Improvement Plan (SIP).
5. Assist in prioritizing the needs of the school.
6. Assist in developing strategies for improving the areas of need.
7. Assist in developing a plan for measuring the results of the SIP.
8. Assist in the preparation and evaluation of the SIP.
10. Assist in deciding how to spend the SAC funds to meet the SIP goals.
We have established a 60% community/parent involvement.

Activities of the SAC for the upcoming school year

During monthly meetings, the SAC Board will:
Assist in developing a plan for measuring the results of the SIP.
Assist in developing strategies for improving the areas of need.
Review and be involved in the evaluation of the SIP throughout the school year.
Provide input for the the school PIP and Student-Parent-Teacher Compact.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Delecia Stevenson		
Principal	Years as Administrator: 20	Years at Current School: 2

Credentials	BA - English MS- Ed Leadership Certified: Principal, Ed Leadership, ESE K-12; English 6 - 12 ESOL Endorsement
Performance Record	2012-2013; B School (Elem.; R60%, M49%; Gains: R59%, M52%; lowest 25%: R50%, M53%) 2011-2012; B School (Elem.; R57%, M48%; Gains: R64%, M68%; lowest 25%: R44%, M60%) 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%) 2010 A School(HS:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65;AYP 82) 2009 A SCHOOL (HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP:85) 2008 A SCHOOL (HS:R71,M65,W91,S55; LG:R63,M68; L25%R57,M66;AYP:90) 2007 B SCHOOL (HS:R69,M58,W94,S51; LG:R63,M63; L25%:R59,M65;AYP:85) 2006 B SCHOOL(HS:R63,M58,W93: LG:R59,M64;L25%R64; AYP87) 2005 B SCHOOL (HS: R63,M58,W88; LG;R59,M64; L25%:R64;AYP83) 2004 B SCHOOL (HS:R63,M64,W92; LG:R61,M67; L25%58;AYP:87) 2003 A SCHOOL (HS:R67,M61,W94; LG:R67,M64; L25%:R71;) 2002 B SCHOOL (HS: R62,M58,W69; LG: R62,M63; L25%:R70) 2001 B SCHOOL Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M Prior to 2007: Based on the Volusia County District evaluation system then in place, Delecia Stevenson either met or exceeded the 12 competencies

Willie McCoy		
Asst Principal	Years as Administrator: 20	Years at Current School: 10

Credentials	BS Industrial Arts Technology Ed. MS Administration Supervision School Principal Certification
Performance Record	2012-2013; B School (Elem.; R60%, M49%; Gains: R59%, M52%; lowest 25%: R50%, M53%) 2011-2012; B School (Elem.; R57%, M48%; Gains: R64%, M68%; lowest 25%: R44%, M60%) 2010-11 A, 79R, 70M, 61R gains, 59M gains, 51R lowest 25% gains, 68M lowest 25% gains 2009-10 AYP(N) School Grade (B) Adequate progress of lowest 25% R-50% M-60%; Percent students meeting high standards R-81% M-74% Sci-58% Writing-76% Students making learning gains R-66% M-53% 2008-09- AYP(Y) School Grade (A) Adequate progress of lowest 25% R-66% M-64%; Percent students meeting high standards R-88% M-83% Sci-71% Writing-80% Students making learning gains R-69% M-63% 2007-08- AYP(Y) School Grade (A) Adequate progress of lowest 25% R-61% M-80%; Percent students meeting high standards R-82% M-79% Sci-61% Writing-80% Students making learning gains R-68% M-49% 2006-07-AYP(N) School Grade(A)77% of 4th grade students made 3.5 in writing; 80% 0f 3-5 scored a level 3 or above in reading. 77% made reading gains. 76% of the lowest quartile made adequate progress. Math- 73% of 3-5 graders scored a level 3 or above;60% made learning gains;57% of the lowest quartile made adequate progress. Prior to 2007, I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development, including going through the Principal Internship program and having been at four elementary schools before arriving at Indian River Elementary. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Martha Carden		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Master of Arts with Honors - Exceptional Student Education, University of Central Florida Bachelor of Arts with Honors - Photography and History, College Scholars Program, University of Tennessee
Performance Record	Effective Teacher, 2012/2013 School Year as Exceptional Education Teacher Outstanding Teacher, 2002-2012 School Years as Exceptional Education Teacher

Debbie Mongato		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science in Education, University of Central Florida
Performance Record	

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
0, 0%

 # Highly Qualified Teachers
100%

 # certified in-field
0, 0%

 # ESOL endorsed
17, 31%

 # reading endorsed
10, 19%

 # with advanced degrees
18, 33%

 # National Board Certified
4, 7%

 # first-year teachers
8, 15%

 # with 1-5 years of experience
6, 11%

 # with 6-14 years of experience
18, 33%

 # with 15 or more years of experience
22, 41%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits) Administration June 2014
2. Leadership Opportunities (partnerships with colleges for interns, opportunities for advanced degrees) Administration June 2013
3. Professional Development Administration June 2014
4. PLC Activities (Common Core Stare Standards CCSS and Volusia Instructional Management System VIMS) PLC grade levels June 2014
5. Participation in District Job Fair and Recruitment Activities
Administration June 2014
6. Celebrations/Teacher Recognition Programs
(Pride Assemblies, newsletters, Teacher Appreciation Week,Teacher of the Year, after-FCAT celebration) Delecia Stevenson June 2014
7. Promotion of School (school website, ConnectEd) Delecia Stevenson June 2014
8. Manatee Honor Assemblies Delecia Stevenson June 2014

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All first year teachers are being mentored by a district-assigned Peer Assistance and Review (PAR) Teacher.
Activities include: Coaching, observations, collaborative lesson planning, Empowering Educator

Excellence Program. Each teacher will participate in grade level PLC meetings to collaborate with their grade level on data, activities, and expectations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are

provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

STAR Tutoring program offered to 3rd - 5th grade scoing a level one on 2012 FCAT

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Tutor facilitator and tutor teacher.

Strategy: Extended Day for All Students

Minutes added to school year: 180

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Publix Math Night Facilitator.

Strategy: Before or After School Program

Minutes added to school year: 540

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance at monthly SAC meetings.

Who is responsible for monitoring implementation of this strategy?

SAC Chairman

Strategy: Before or After School Program

Minutes added to school year: 600

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

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Parent To Kids Facilitator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Administration	One Teacher per Grade Level
Guidance	School Psychologist
ESE Teacher	

How the school-based LLT functions

The LLT meets monthly to review student data and discuss instruction/intervention.
Principal: Provides a common vision for the LLT by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model for students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure that adequate professional development is scheduled for faculty. School psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings. Select Teachers (one per grade level): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.

Major initiatives of the LLT

The major initiatives include increased writing achievement and also create a school wide graphic organizer to help students with the writing process.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	60%	No	68%
American Indian				
Asian				
Black/African American	43%	27%	No	48%
Hispanic	67%	36%	No	70%
White	66%	63%	No	69%
English language learners				
Students with disabilities	40%	29%	No	46%
Economically disadvantaged	59%	53%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	28%	35%
Students scoring at or above Achievement Level 4	82	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	20	50%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	44%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	49%	No	65%
American Indian				
Asian				
Black/African American	43%	47%	Yes	48%
Hispanic	61%	50%	No	65%
White	63%	50%	No	67%
English language learners				
Students with disabilities	43%	25%	No	48%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	32%	42%
Students scoring at or above Achievement Level 4	44	17%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	52%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	53%	58%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	25%	27%
Students scoring at or above Achievement Level 4	31	39%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	100	17%	23%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	25	5%	4%
Students who are not proficient in reading by third grade	43	40%	35%
Students who receive two or more behavior referrals	54	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase parent involvement at all school functions and parent/teacher conferences by advertising the events, creating a variety of times, and making the event fun, educational, and exciting! Also in accordance with 5 Star requirements, and adding a new idea, Indian River will coordinate a school FALL FESTIVAL by teachers and parent volunteers to execute for the enjoyment of the community.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the parent involvement attendance at activities by 5% more than last year.	35	5%	10%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Implement a schoolwide universal "Thinking Map" in order to increase writing proficiency.

G2.   Increase student engagement and thus raising academic achievement.

Goals Detail

G1. Implement a schoolwide universal "Thinking Map" in order to increase writing proficiency.

Targets Supported
- Writing

Resources Available to Support the Goal
- "Write From The Beginning"
- Teacher collaboration - PLC
- School Writing Team

Targeted Barriers to Achieving the Goal
- Students understanding the writing process.

Plan to Monitor Progress Toward the Goal

Once student samples are collected, the SBWT will determine if the common school graphic organizer is being utilized properly and if the writing steps are being done correctly by the student. If not, the SBWT will offer more PD support for teachers.

Person or Persons Responsible
SBWT and Principal

Target Dates or Schedule:
January, March

Evidence of Completion:
SBWT meeting sign in sheets.

G2. Increase student engagement and thus raising academic achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- "Brain Pop Jr"

- Computer Lab

- STAR tutor program

- Waterford

- Reading Counts

- FCAT Explorer

- IPADS

- YouTube

- Safari Montage

- Available websites

- Thinking Math

Targeted Barriers to Achieving the Goal

- PD for "Thinking Math"

- Funding for the paid programs.

- Parent involvement and exposing parents to the available programs.

Plan to Monitor Progress Toward the Goal

Computer generated reports will show activity and growth among students. The growth of the students will indicate the engagement and motivation to utilize the technology programs. The increase of parent awareness of their child's grades and increased activity on VIMS website, will indicate more engagement with the student.

Person or Persons Responsible

Principal, Classroom teacher, Media Specialist, and VIMS Facilitator.

Target Dates or Schedule:

October 2013 - May 2014

Evidence of Completion:

FCAT scores District Assessments Classroom Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Implement a schoolwide universal "Thinking Map" in order to increase writing proficiency.

G1.B1 Students understanding the writing process.

G1.B1.S1 Creating a school wide common organizer that all students will relate to.

Action Step 1

Create a comman graphic organizer for all students schoolwide.

Person or Persons Responsible

Establish a School Based Writing Team Classroom teachers

Target Dates or Schedule

Begin November 2013 and continue throughout the year.

Evidence of Completion

District writing prompt assessments. Class writing samples. Florida Writes Assessment.

Facilitator:

LLT - Literacy Leadership Team

Participants:

Teachers

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

Principal to organize a SBWT. Monitor teacher collaboration through PLC. SBWT to decide on school wide oragnizer. Present evidence of the organizer to faculty. SBWT to give teachers proffessional development on the process of the implimentation.

Person or Persons Responsible

Principal SBWT - School Based Writing Team Classroom Teachers

Target Dates or Schedule

January, March, May

Evidence of Completion

Student sample from each classroom teacher showing the graphic organizer being used appropriately.

Plan to Monitor Effectiveness of G1.B1.S1

Students writing samples will all have uniform graphic organizers attached to their writing. The outcome of this process will help students understand the process of writing, thus creating higher writing scores.

Person or Persons Responsible

SBWT - School Based Writing Team.

Target Dates or Schedule

January, March, May

Evidence of Completion

Student writing samples.

G2. Increase student engagement and thus raising academic achievement.

G2.B1 PD for "Thinking Math"

G2.B1.S1 Train teachers school wide to develop the "Thinking Math" skills to implement in the classroom.

Action Step 1

In the "Thinking Math Training, the Ten Principles capture practices that lead to a better understanding of math for all students and are applicable at all levels. The principles-which deal with ideas such as tapping what students know, helping them visualize problems, and building the expectation and ability to justify their work-are exemplified through the research on counting, addition and subtraction.

Person or Persons Responsible

School Math Coach

Target Dates or Schedule

November

Evidence of Completion

Teacher in service points upon completion.

Facilitator:

Math Coach

Participants:

All Teachers

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

The math coach will set up training for all teachers. The math coach will monitor teacher understanding by giving support. The principal will do walk throughs to check for implementation.

Person or Persons Responsible

Math Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G2.B1.S1

Math coach will check with teachers/grade levels for feedback and support.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Notes

G2.B2 Funding for the paid programs.

G2.B2.S1 Use of Title 1 money to fund the program.

Action Step 1

Principal will purchase programs Principal will submit an email to all teachers with accessibility to new programs. Teachers will allow student/teacher use of the program. Principal will arrange substitute teachers for PD on Thinking Math.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013 - October 2013

Evidence of Completion

Available access to the program.

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

Teachers will allow students to access the purchased computer programs. Teachers will use the programs as a teaching tool in the classroom whole group. Support can be given from the Media Specialist at the computer lab.

Person or Persons Responsible

Classroom teacher and Media Specialist.

Target Dates or Schedule

1-2 times weekly.

Evidence of Completion

Computer lab sign in sheets. Implementation into lesson plans.

Plan to Monitor Effectiveness of G2.B2.S1

Principal will collaborate with teachers on desired and required programs. Principal will purchase computer programs. Teacher input on implementation of programs and effectiveness of increased student motivation at faculty meetings and PLC's.

Person or Persons Responsible

Principal, Classroom teacher, and Media Specialist.

Target Dates or Schedule

August 2013 - October 2013

Evidence of Completion

Purchased programs up and running.

G2.B3 Parent involvement and exposing parents to the available programs.

G2.B3.S1 Inform parents in advance of upcoming events and training's. Make the events interesting and fun to increase attendance thus creating academic awareness to our parents. Train parents on VIMS. This training will allow parents a clearer understanding on how our grading system works and how they can help their child at home. It promotes involvement.

Action Step 1

Upcoming events will be posted on the school marquis, connect ed calls will be sent out, fliers will be sent home. Offer food when applicable. Principal will schedule a meeting VIMS coordinator. Set date for VIMS parent training. Send home information. Receive registration forms. Conduct training.

Person or Persons Responsible

SBLT, Title 1 parent contact, PTA, and Principal, VIMS facilitator.

Target Dates or Schedule

Daily, weekly, or monthly as needed. VIMS training - one time

Evidence of Completion

Phone calls home completed. Fliers home received. Increased activity on website.

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

Principal will follow up with PTA and SBLT to get information to put out for parents. Exit slips after VIMS training.

Person or Persons Responsible

Principal, VIMS facilitator.

Target Dates or Schedule

Daily, weekly, or monthly as needed.

Evidence of Completion

Parent fliers produced, connect ed scripts.

Plan to Monitor Effectiveness of G2.B3.S1

Parent attendance sign in sheets will be collected after events and training's.

Person or Persons Responsible

Person facilitating the event/activity.

Target Dates or Schedule

Following each event/activity.

Evidence of Completion

Parent attendance sign in sheets will be collected after events and training's.

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Programs supported by Title I at INDIAN RIVER ELEMENTARY
• Academic Math Coach for the purpose of comprehensive staff development
• Sponsoring Homeless Families
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental STAR Tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Sponsoring Publix Family Math Night
• Sponsoring Science Night

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Implement a schoolwide universal "Thinking Map" in order to increase writing proficiency.

G1.B1 Students understanding the writing process.

G1.B1.S1 Creating a school wide common organizer that all students will relate to.

PD Opportunity 1

Create a comman graphic organizer for all students schoolwide.

Facilitator

LLT - Literacy Leadership Team

Participants

Teachers

Target Dates or Schedule

Begin November 2013 and continue throughout the year.

Evidence of Completion

District writing prompt assessments. Class writing samples. Florida Writes Assessment.

G2. Increase student engagement and thus raising academic achievement.

G2.B1 PD for "Thinking Math"

G2.B1.S1 Train teachers school wide to develop the "Thinking Math" skills to implement in the classroom.

PD Opportunity 1

In the "Thinking Math Training, the Ten Principles capture practices that lead to a better understanding of math for all students and are applicable at all levels. The principles-which deal with ideas such as tapping what students know, helping them visualize problems, and building the expectation and ability to justify their work-are exemplified through the research on counting, addition and subtraction.

Facilitator

Math Coach

Participants

All Teachers

Target Dates or Schedule

November

Evidence of Completion

Teacher in service points upon completion.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student engagement and thus raising academic achievement.	$1,725
	Total	$1,725

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 Funds	$1,725	$1,725
Total	$1,725	$1,725

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase student engagement and thus raising academic achievement.

G2.B2 Funding for the paid programs.

G2.B2.S1 Use of Title 1 money to fund the program.

Action Step 1

Principal will purchase programs Principal will submit an email to all teachers with accessibility to new programs. Teachers will allow student/teacher use of the program. Principal will arrange substitute teachers for PD on Thinking Math.

Resource Type

Evidence-Based Program

Resource

BrainPOP is science-based research study, which included students receiving free and reduced lunch. It is a helpful resource for improving achievement through academic engagement. It offers the study of science, social studies, math, ELA and writing. Subs for PD Thinking Math: The Ten Principles of Thinking Math captures practices that lead to a better understanding of math for all students and are applicable at all levels. The principles-which deal with ideas such as tapping what students know, helping them visualize problems, and building the expectation and ability to justify their work-are exemplified through the research on counting, addition and subtraction.

Funding Source

Title 1 Funds

Amount Needed

$1,725