Indian River Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Indian River Elementary School

650 ROBERTS RD, Edgewater, FL 32141

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

---

Demographics

Principal: Jennifer Holmgreen L

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: C (50%) 2015-16: B (57%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Indian River Elementary School

650 ROBERTS RD, Edgewater, FL 32141

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Crkvenac, Carrie	Principal	
Holmgreen, Jennifer	Assistant Principal	
Salzano, Sara	Teacher, K-12	
Turnbow, Tina	Teacher, K-12	
Stevens, Ruth	Teacher, K-12	
Scott, Jessica	Teacher, K-12	
Rosenke, Tyler	Teacher, ESE	
Rogers, Cathy	Teacher, K-12	
Hughes-Norman, Crissy	Teacher, K-12	
Halcomb, Martha	Instructional Media	
Gray, Stacey	Other	
Graham, Tracy	Instructional Technology	
Dirlam, Melissa	Other	
Cameron, Theresa	Teacher, K-12	
Barefield, Amanda	Other	
Baird, Christine	Instructional Coach	
Booth, Mercedes	Other	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	88	78	86	100	116	95	0	0	0	0	0	0	0	563
Attendance below 90 percent	13	14	13	21	17	20	0	0	0	0	0	0	0	98
One or more suspensions	2	3	1	5	6	9	0	0	0	0	0	0	0	26
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	12	16	15	0	0	0	0	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	1	7	8	10	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

55

Date this data was collected or last updated

Sunday 6/23/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	1	6	10	13	0	0	0	0	0	0	0	30
One or more suspensions	0	0	3	2	3	3	0	0	0	0	0	0	0	11
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	13	26	21	0	0	0	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	6	10	13	0	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	56%	57%	56%	55%	55%
ELA Learning Gains	60%	56%	58%	55%	53%	57%
ELA Lowest 25th Percentile	53%	46%	53%	41%	44%	52%
Math Achievement	64%	59%	63%	57%	62%	61%
Math Learning Gains	57%	56%	62%	51%	58%	61%
Math Lowest 25th Percentile	44%	43%	51%	30%	47%	51%
Science Achievement	62%	57%	53%	58%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	88 (0)	78 (0)	86 (0)	100 (0)	116 (0)	95 (0)	563 (0)
Attendance below 90 percent	13 ()	14 ()	13 ()	21 ()	17 ()	20 ()	98 (0)
One or more suspensions	2 ()	3 (0)	1 (0)	5 (0)	6 (0)	9 (0)	26 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	12 (0)	16 (0)	15 (0)	43 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	58%	11%	58%	11%
	2018	58%	56%	2%	57%	1%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	56%	54%	2%	58%	-2%
	2018	51%	54%	-3%	56%	-5%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
05	2019	60%	54%	6%	56%	4%
	2018	54%	51%	3%	55%	-1%
Same Grade Comparison		6%				
Cohort Comparison		9%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	60%	6%	62%	4%
	2018	60%	58%	2%	62%	-2%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	66%	59%	7%	64%	2%
	2018	73%	60%	13%	62%	11%
Same Grade Comparison		-7%				
Cohort Comparison		6%				
05	2019	57%	54%	3%	60%	-3%
	2018	60%	57%	3%	61%	-1%
Same Grade Comparison		-3%				
Cohort Comparison		-16%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	56%	6%	53%	9%
	2018	53%	56%	-3%	55%	-2%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	55	50	37	59	52	41				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	60			33							
MUL	60			65							
WHT	64	62	49	66	60	50	62				
FRL	60	59	53	61	56	45	54				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	31	32	40	53	42	14				
BLK	20			40							
HSP	67	73		60	73						
MUL	39	40		56	67						
WHT	60	54	42	70	71	57	57				
FRL	52	54	50	60	65	57	49				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	33	32	15	30	28	20				
BLK	25	45		31	36						
HSP	50			33							
MUL	42	54		53	46						
WHT	60	55	43	60	52	30	61				
FRL	51	49	33	49	43	28	56				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

4th Grade ELA- 56%
A contributing factor to this low performance could be lack of rigor during small group instruction and low teacher clarity regarding standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th Grade Math- 66% (7% decline from precious year)
A contributing factor to this decline could be due to instructional staff changes. (i.e. teachers new to grade level, teachers new to curriculum, teacher clarity regarding standards)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade Math- 57% (3% lower than state average)
A contributing factor to this gap could be due to instructional staff changes. (i.e. new teacher to grade level, change in teacher mid year, teacher clarity)

Which data component showed the most improvement? What new actions did your school take in this area?

3rd Grade ELA- 69% (11% increase)
New actions contributing to this increase include: Additional SuccessMaker opportunities for students, strong Collective Teacher Efficacy, implementation of the RULER approach (SEL) across all of 3rd grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the EWS from part I, one area of concern is the number of students with one or more suspensions. (26). A second area of concern is chronic absenteeism. 98 students were absent 10% or more of the school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase academic achievement for students in the lowest quartile.
2. Decrease number of students with one or more out of school suspensions.
3. Decrease the number of students who miss 10% or more of the school year.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest Quartile- Math
Rationale	School and state data indicate that learning gains for students in the lowest quartile dropped 12 points in the area of Math.
State the measurable outcome the school plans to achieve	The school plans to increase overall academic achievement in the area of Math by 6 points. (64 to 70) The school plans to increase learning gains in the area of Math by 13 points. (57 to 70) The school plans to increase learning gains in the area of Math for students in the lowest quartile by 16 points. (44 to 60)
Person responsible for monitoring outcome	Carrie Crkvenac (clcrkven@volusia.k12.fl.us)
Evidence-based Strategy	Strategy: Response to Intervention The implementation of additional Academic Intervention teachers will support students in the area of Math, including students in the lowest quartile. The implementation of additional Support Facilitation teachers will support in the area of Math, including student in the lowest quartile.
Rationale for Evidence-based Strategy	Students in the lowest quartile could be 2 or more years below grade level. Response to Intervention has an effect size of 1.29 which equates to approximately 3 years of growth according to John Hattie's research. Providing additional instruction through the use of intervention models and research based resources, students will grow academically. Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.

Action Step	
Description	1. Provide time in master schedule for intervention. 2. Provide research-based materials for instruction. (i.e. Ready Math) 3. Provide certified teachers to deliver instruction. 4. Provide professional learning in the area of math (i.e. 3 Act Task Math) 5. Provide coaching and modeling in the area of math (Academic Coach/Intervention Teachers)
Person Responsible	Carrie Crkvenac (clcrkven@volusia.k12.fl.us)

#2	
Title	Social Emotional Learning- RULER/Restorative Practice
Rationale	Due to a high number of classroom referrals for low-level behaviors, the school plans to support students and staff in the area of emotional intelligence. By implementing social emotional learning strategies the school will increase appropriate classroom behavior and decrease discipline referrals.
State the measurable outcome the school plans to achieve	The school plans to reduce discipline referrals school wide by 50%. (from 374 to 187)
Person responsible for monitoring outcome	Carrie Crkvenac (clcrkven@volusia.k12.fl.us)
Evidence-based Strategy	RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence.
Rationale for Evidence-based Strategy	RULER applies "hard science" to the teaching of what have historically been called "soft skills." RULER teaches the skills of emotional intelligence — those associated with recognizing, understanding, labeling, expressing, and regulating emotion. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond.
Action Step	
Description	1. School will provide additional training on RULER and restorative practice. 2. School will offer book study on Hacking School Discipline. 3. School will implement RULER campus-wide. 4. School will hold behavior expectation assemblies for grades 1-5. 5. School will support teachers with restorative practices.
Person Responsible	Carrie Crkvenac (clcrkven@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Increase attendance-continue to provide incentives and recognition programs. Implement "Walking School Bus" program.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. Creating a variety of times, making events fun, educational, and exciting will increase parent involvement! Also in accordance with 5 Star requirements, Indian River will coordinate a school FALL FESTIVAL by teachers and parent volunteers to execute for the enjoyment of the community. As a new parent/student initiative, the school will implement the Parent to Kids literacy program.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

The school will continue to implement RULER school wide. The school is also introducing concepts for Restorative Practices using research based method from "Hacking School Discipline".

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

For transition students, the school offers Kindergarten Orientation, Kindergarten Ice Cream Social, VPK Meet the Teacher, Transition to Middle School Night, Middle School counselor visits.

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

The school leadership team meets bimonthly to discuss student needs and make decision to allocate resources. Intervention teachers have been assigned to all intermediate lowest quartile students. These sessions are held daily. Intervention cycles are monitored every six weeks to ensure growth. Additionally, students continue to benefit from differentiated instruction and computer-based instruction at their personally instructional level.

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

Indian River works with local businesses and community organizations to support students in a variety of ways. One strategy includes inviting businesses to be in attendance at school events such as 5K, Fall Festival, Science Night, Trading Card Night, etc. Another strategy to include the community in a partnership with the school is inviting local businesses to be on the SAC and to become a business partner.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest Quartile- Math				$199,886.49
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3651 - Indian River Elem. School	Title, I Part A	614.0	$3,000.00
			Notes: IXL Math			
			3651 - Indian River Elem. School	Title, I Part A	614.0	$7,194.57
			Notes: Ready Math			
			3651 - Indian River Elem. School	Title, I Part A	614.0	$189,691.92
			Notes: 4.2 Intervention Teachers			
2	III.A.	Areas of Focus: Social Emotional Learning- RULER/Restorative Practice				$0.00
					Total:	$199,886.49