

Volusia County Schools

# Indian River Elementary School



2021-22 Schoolwide Improvement Plan

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# 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: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (58%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Indian River Elementary School

650 ROBERTS RD, Edgewater, FL 32141

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 1.2em;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">74%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">15%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	B

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Salzano, Sara	Teacher, K-12	
Holmgreen, Jennifer	Principal	
Gonzalo, Jennifer	Assistant Principal	
Booth, Mercedes	Instructional Coach	
Stevens, Ruth	Teacher, K-12	
Orzo, Rosemary	Teacher, K-12	
Hughes-Norman, Crissy	Teacher, K-12	
Cameron, Theresa	Teacher, K-12	
Slifkin, Kristy	Teacher, K-12	
Turnbow, Tina	Teacher, K-12	
Barefield, Amanda	Teacher, ESE	
Turner, Cynthia	Other	
Halcomb, Martha	Other	
Graham, Tracy	Other	

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Jennifer Holmgreen L

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

589

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	68	72	63	74	84	81	0	0	0	0	0	0	0	442
Attendance below 90 percent	4	11	9	4	13	12	0	0	0	0	0	0	0	53
One or more suspensions	1	1	3	0	0	6	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	1	1	11	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	1	0	2	12	0	0	0	0	0	0	0	15

**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	0	0	1	12	0	0	0	0	0	0	0	13

**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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Thursday 8/5/2021

**2020-21 - As Reported****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	
Number of students enrolled	58	78	71	75	93	91	0	0	0	0	0	0	0	466
Attendance below 90 percent	5	7	3	3	9	11	0	0	0	0	0	0	0	38
One or more suspensions	1	2	1	3	13	2	0	0	0	0	0	0	0	22
Course failure in ELA	0	1	0	0	3	12	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	2	13	20	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	2	20	16	0	0	0	0	0	0	0	38

**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	0	2	17	19	0	0	0	0	0	0	0	38

**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	2	1	2	2	3	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	
Number of students enrolled	58	78	71	75	93	91	0	0	0	0	0	0	0	466
Attendance below 90 percent	5	7	3	3	9	11	0	0	0	0	0	0	0	38
One or more suspensions	1	2	1	3	13	2	0	0	0	0	0	0	0	22
Course failure in ELA	0	1	0	0	3	12	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	2	13	20	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	2	20	16	0	0	0	0	0	0	0	38

**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	

Students with two or more indicators      0   0   0   2   17   19   0   0   0   0   0   0   0   0   38

**The number of students identified as retainees:**

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year      2   1   2   2   3   0   0   0   0   0   0   0   0   10

Students retained two or more times      0   0   0   0   0   0   0   0   0   0   0   0   0   0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	56%	57%	57%	55%	56%
ELA Learning Gains				60%	56%	58%	54%	51%	55%
ELA Lowest 25th Percentile				53%	46%	53%	46%	39%	48%
Math Achievement				64%	59%	63%	68%	60%	62%
Math Learning Gains				57%	56%	62%	70%	54%	59%
Math Lowest 25th Percentile				44%	43%	51%	56%	40%	47%
Science Achievement				62%	57%	53%	54%	58%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	58%	11%	58%	11%
Cohort Comparison						
04	2021					
	2019	56%	54%	2%	58%	-2%
Cohort Comparison						
05	2021					
	2019	60%	54%	6%	56%	4%
Cohort Comparison						
		-69%				
		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	60%	6%	62%	4%
Cohort Comparison						
04	2021					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-66%				
05	2021					
	2019	57%	54%	3%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	56%	6%	53%	9%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready diagnostic for reading and math, Window 1, Window 2, Window 3 for the 2020-2021 school year. VST (Volusia Science Test) for 5th grade students.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
		English Language Arts	All Students	74/20.27%
Economically Disadvantaged	54/18.53%		58/50.00%	59/69.49%
Students With Disabilities	9/0%		10/20%	10/30%
English Language Learners	N/A		N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
		Mathematics	All Students	75/8%
Economically Disadvantaged	55/5.45%		56/33.93%	59/71.19%
Students With Disabilities	10/0%		10/20%	10/70%
English Language Learners				46.69%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/28.57%	73/49.32%	81/59.26%
	Economically Disadvantaged	54/24.07%	55/45.45%	58/55.17%
	Students With Disabilities	12/0%	17/5.88%	16/12.5%
	English Language Learners		1/0%	2/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70/20%	75/34.67%	79/50.63%
	Economically Disadvantaged	55/18.18%	57/29.82%	56/44.64%
	Students With Disabilities	13/0%	17/0%	15/13.33%
	English Language Learners		1/0%	2/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77/37.66%	81/55.56%	86/74.42%
	Economically Disadvantaged	65/36.92%	68/51.47%	70/72.86%
	Students With Disabilities	19/21.05%	19/36.84%	21/66.67%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/6.76%	80/21.25%	78/62.82%
	Economically Disadvantaged	63/7.94%	67/22.39%	62/59.68%
	Students With Disabilities	19/5.26%	19/10.53%	17/35.29%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89/42.70%	92/58.70%	98/51.02%
	Economically Disadvantaged	73/42.47%	76/59.21%	78/51.28%
	Students With Disabilities	18/0%	18/0%	22/4.55%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	86/23.26%	92/47.83%	97/58.76%
	Economically Disadvantaged	70/22.86%	76/46.05%	77/61.04%
	Students With Disabilities	17/0%	18/11.11%	21/14.29%
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91/34.41%	97/49.48%	99/55.56%
	Economically Disadvantaged	75/32.47%	79/46.84%	79/53.16%
	Students With Disabilities	18/16.67%	21/19.05%	20/15%
	English Language Learners	1/100%	1/100%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88/20.45%	97/39.18	101/62.38%
	Economically Disadvantaged	72/19.44%	79/36.71%	81/58.02%
	Students With Disabilities	18/11.11%	22/9.09%	22/13.64%
	English Language Learners		1/100%	1/100%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	428/51%	361/74%	204/77%
	Economically Disadvantaged	346/44%	287/69%	164/76%
	Students With Disabilities	87/15%	65/53%	42/52%
	English Language Learners	3/0%	3/0%	2/0%

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	12		22			17				
MUL	63			60							
WHT	55	51	31	56	33	19	61				
FRL	51	47	19	54	26	6	52				
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				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
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%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	44
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The trends that are across grade levels and subgroups is SWD not meeting expectations and Math and ELA learning gains and Math and ELA lowest quartile.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

1. Math Lowest 25th Percentile - 14% (decrease of 30% points)
2. Math Learning Gains Percentile - 31% (decrease of 26% points)
3. ELA Lowest 25th Percentile - 29% (decrease of 24% points)
4. ELA Learning Gains Percentile - 51% (decrease of 9% points)

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors that may have caused a decrease in percentage is attendance, classroom disruptions, and a decrease in small group instruction. The actions needed to address this need for improvement would be a school wide focus on small group instruction. Teacher training should be in place. Social Emotional Learning training should continue to help decrease classroom disruptions. A contributing factor to this low performance could be lack of rigor during small group instruction. Staff training on effective small group instruction. Another contributing factor could be the lack of effective intervention strategies. Staff training to provide specific strategies for effective intervention.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was no growth/improvement in any area.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

There was no growth/improvement in any area.

#### What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, small group instruction and intensive intervention/enrichment in differentiated instruction needs to be implemented.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors identified, we can accelerate learning by having intensive intervention training in ELA and Math. We will also train teachers in Math strategies using a center(s) rotation touching on several areas of focus. Lastly, provide staff SEL Social Emotional Learning training ie: RULER refresher, CHAMPS refresher, refresher of school wide attention signal...etc.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Administration and SLT will perform School Wide Learning Walks using a rubric and share results with staff. This will provide familiarity with the District Walks that will also be taking place. There will be discussion and additional trainings during PLC on intervention, small group, and SEL. Lastly, there will be Data Chats that will analyze progress and growth among our targeted groups.

### Part III: Planning for Improvement

**Areas of Focus:**



**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** This area of focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning every day. As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency was at 57%, Math Learning Gains were 31% and the Lowest Quartile performed at 14%, which was below the district and state average including ESSA subgroup of SWD Students With Disabilities.

**Measurable Outcome:** Indian River will increase Math overall proficiency from 57% to 62%. Increase Math learning gains from 31% to 54%, including ESSA subgroup SWD Lowest Quartile 14% to 54%.

**Monitoring:** This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool with specific Math look fors, data chats, and learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Principal and Academic Coach responsible.

**Person responsible for monitoring outcome:** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

**Evidence-based Strategy:** Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administration, coaches, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.

**Rationale for Evidence-based Strategy:** Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when the teacher clarity is implemented with fidelity. Expectations by Hattie:  
 \* Have appropriately high expectations.  
 \* Share their notions of success criteria with their students.  
 \* Ensure that there is constructive alignment between the lesson, the task, and the assignment.  
 \* Ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students, and  
 \* Provide welcome feedback on where to move next.

**Action Steps to Implement**

Share with entire staff, the data the SLT examined that had determined the need for implementation of Teacher Clarity.

**Person Responsible** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

Provide ongoing professional learning in Teacher Clarity during ERPL's, Teacher Duty Day, and or Faculty Meetings.

**Person Responsible** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

Post Learning Targets and Success Criteria to ensure all students to know what they are learning.

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Faculty and PLC discussions of the following questions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who did or did not benefit?

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Conduct PLC's to analyze data of students who need additional instruction or intervention to be successful.

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** This area of focus aligns to Strategic Plan Goal 2: Engage all students in high levels of learning every day. As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency was at 57%, Math Learning Gains were 31% and the Lowest Quartile performed at 14%, which was below the district and state average including ESSA subgroup of SWD Students With Disabilities. Our ELA Proficiency was at 55%, Learning Gains were 51% and the Lowest Quartile performed at 29%, which was below the district and state average including ESSA subgroup of SWD Students With Disabilities. Small group instruction will focus on supporting students individual needs and eventually increase proficiency.

**Measurable Outcome:** Indian River will increase ELA overall proficiency from 55% to 62%. Increase ELA learning gains from 51% to 62%, including ESSA subgroup SWD Lowest Quartile 29% to 54%. Will also increase Math overall proficiency from 57% to 62%. Increase Math learning gains from 31% to 54%, including ESSA subgroup SWD Lowest Quartile 14% to 54%, and increase Science proficiency from 58% to 62%.

**Monitoring:** This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool that is a spread sheet with specific look fors in data chats, PLC's and learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Principal and Academic Coach responsible.

**Person responsible for monitoring outcome:** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

**Evidence-based Strategy:** Our evidence-based strategy is rigorous individualized small group instruction. We will monitor it through frequent walkthroughs by school-based administration, coaches, and district support team. Grade level teams and individual teachers will receive professional learning to guide them in planning and instruction on students' learning and determining next steps.

**Rationale for Evidence-based Strategy:** Small group instruction allows teachers to work more closely with each student. This type of instruction has an effect size of .47 and provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass though lessons that students clearly understand). Small group instruction can provide a comfortable environment and boost the confidence of students who might not otherwise participate in a lesson or activity. Small group instruction encourages teamwork as everyone in the group is working toward achieving the same goal.

**Action Steps to Implement**

Share with entire staff, the data SLT examined that determined the need for implementation of rigorous small group instruction.

**Person Responsible** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

Provide ongoing professional learning in rigorous small group instruction during ERPLs, and PLC's.

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Conduct data chats of students individual progress and achievement to determine the outcome of the rigorous small group instruction.

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Teachers will be supported by the Academic Coach with coaching cycles and PLC data chats, as well as the Intervention Teachers in data analysis of our LQ to help teachers conduct effective small group instruction.

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Facilitate PL on new Reading Curriculum

**Person Responsible** Mercedes Booth (mlbooth@volusia.k12.fl.us)

Conduct progress monitoring every 5-6 weeks with ESE and Intervention Teachers to review data and support services to plan instruction.

**Person Responsible** Stacey Gray (sagray@volusia.k12.fl.us)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Due to the recent pandemic and a high number of classroom referrals for low-level behaviors, the school plans to support students in SEL and staff in the area of emotional intelligence. By continuing to implement social emotional learning strategies such as RULER, the school will increase appropriate classroom behavior and decrease discipline referrals.

**Measurable Outcome:** 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 increase classroom engagement. The goal is to decrease behaviors by 50%. We will use the EWS reports.

**Monitoring:** This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool with specific look fors in data chats, We will look for high engagement and a reduction in classroom disruptions. Discipline data will be reviewed biweekly in PLC's and admin/teacher conferences and an action plan will be developed. PLC's and learning walks to determine SEL adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student/class performance and behavior data. Principal and Academic Coach responsible.

**Person responsible for monitoring outcome:** Jennifer Holmgreen (jlholmgr@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. SEL programs that we have in place.

**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. Indian River has staff trained at Yale University to be able to continue to support our teachers. Being cognizant of breathing (Breathe for Change) is a proven self awareness of regulating emotions.

**Action Steps to Implement**

School will provide additional training on RULER and restorative practice. Behavior leadership team will provide the training.

**Person Responsible** Jennifer Gonzalo (jegonzal@volusia.k12.fl.us)

School will continue implement RULER campus-wide. Teachers are responsible for implementation.

**Person Responsible** Jennifer Gonzalo (jegonzal@volusia.k12.fl.us)

School will continue to hold behavior expectation assemblies for grades 1-5. Mrs. Holmgreen will conduct assemblies.

**Person Responsible** Jennifer Holmgreen (jlholmgr@volusia.k12.fl.us)

School will continue to support teachers with restorative practices. Behavior leadership team will provide the support.

**Person Responsible** Jennifer Gonzalo (jegonzal@volusia.k12.fl.us)

School will continue to implement Breathe for Change program school wide. Ann Marie Flanagan will provide the training for students and teachers with a weekly video. Teachers will assist in implementation.

**Person Responsible** Jennifer Gonzalo (jegonzal@volusia.k12.fl.us)

Teachers will be supported by our trained SEL teachers called the RULER Team at a school based professional learning day.

**Person Responsible** Amanda Barefield (abbarefi@volusia.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After comparing our school's SESIR incident and discipline data to other schools across the state, we have identified threats or intimidation as an area of concern. It is ranked as very high. Our school plans to reduce these incidents by implementing the following:**

**School will:**

- train teachers in Restorative Practice strategies from our Yale trained SEL RULER Team.**
- identify mentors for students with high incidents in threats or intimidation.**
- provide incident data to SLT School Based Leadership Team and Behavior Leadership Team of teachers at monthly meetings.**

**Teachers will:**

- incorporate RULER strategies in the classroom.**
- develop clear expectations with students and other strategies to solve a conflict without making threats or through intimidation.**
- monitor students closely when transitioning and during recess.**

**Data chats will take place quarterly during PLC and SLT meetings to discuss the above implementation plan (what's working and what's not) based on the data.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

The School Advisory Council (SAC) meets every month and is responsible for the planning, review, and improvement of the Title I program. All parents, staff, and community are invited to be members of the Indian River Elementary SAC. SAC members including all stakeholders and broad stakeholders provide input on the Parent and Family Engagement Plan and the Title I budget, Parent Teacher Student Compact as well as all other plans related to school improvement. Parent surveys are also used to solicit parent input. Comments from parents are documented on SAC meeting minutes.

Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Meetings may be scheduled in the morning, afternoon, or evening. For the time being, all meetings shall be done virtually via Teams or Zoom. For example, activities such as, Meet the Teacher, Open House, SAC and school wide family activities are held in the evening. Generally, SAC meetings are held in the mornings and some evenings. Input for the School Improvement Plan and Parent and Family Engagement Plan is solicited from parents and all stakeholders; we schedule input times in the morning, afternoon, and evening to ensure that parents can participate. Teachers schedule conferences at different times to accommodate parents' varying schedules and availability. School Social Worker is utilized for home visits to provide parents without transportation access to information or documents which require signatures.

Information about programs, meetings and activities will be provided through newsletters, booklets/ brochures, and informational Power Points via electronically. The Title I Parent and Family Engagement Plan brochure and Title I booklet are distributed with students take home beginning of the year paperwork or sent electronically to Volusia Live parents. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, Pinnacle SRG system, and through newsletters. FSA assessment information is sent home to parents via backpack and is also available on our website. Parents may provide input to the school via SAC and PTA meetings, interim reports, conferences, and climate survey. All stakeholders can access information via the school web site, marquee, and through the School Messenger calls/texts.

Information regarding parent/stakeholder participation is provided via school website, automated phone messages/texts, newsletters, parent/teacher conferences, student backpacks, workshops, and meetings. District information is available in English and Spanish. When requested, the District will provide a translator if school staff are not able to assist. Books and videos in Spanish are available in the Media Center. The newsletter is translated into Spanish upon request. Parents with special needs are accommodated. Indian River Elementary is handicapped accessible.

Our school has developed a SEL (social emotional learning) program. The program RULER is researched



based to improve students social self. We have also incorporated a new component called Breath for Change. This teaches all the stakeholders how to stop, breath and reflect either before something would happen, or right after. It allows for mindful breathing to help centering one self for focus.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parents may provide input to the school via SAC and PTA meetings, interim reports, conferences, and climate survey.

Parents sign a compact stating...

- ? I will ensure my child will eat a good breakfast each day, arrive to school on time, and be well rested.
- ? Will always keep all children safe and secure by signing in at the front office before entering any buildings on campus.
- ? Will read to my child or listen to my child read to me.
- ? Will monitor my child's progress by attending conferences, looking at my child's assignments and attending school events.
- ? Will help my child with homework.
- ? Will teach my child to be responsible and independent.
- ? Will encourage positive attitudes toward school.
- ? Will review my students parent portal.

Teachers will have a professional learning plan in place and continue to receive professional learning.

Teachers sign a compact stating...

- ? Believe that each child will learn.
- ? Will provide an environment that promotes active learning.
- ? Will have high expectations for myself, students, and other staff.
- ? Will promote positive communication between parents, teachers, and students.
- ? Will continue to treat each child with respect and help them reach their full potential.
- ? Will ensure that our security plan and rules are implemented.

Students sign a compact stating...

- ? Will always do my personal best in my work and my behavior.
- ? Will show respect for myself, my school, and other people.
- ? Will accept responsibility for my own actions.
- ? Will complete assignments and return homework on time.
- ? Will work cooperatively with others.