Indialantic Elementary School

2022-23 Schoolwide Improvement Plan

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Indialantic Elementary School

1050 N PALM AVE, Indialantic, FL 32903

http://www.indialantic.brevard.k12.fl.us

Demographics

Principal: Colleen Lord

Start Date for this Principal: 7/12/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (69%) 2017-18: A (65%)
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 Brevard 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	No	22%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The Indialantic community inspires young people to cultivate a passion for learning, to reach well beyond the ordinary and to exemplify grit to meet high expectations in academics and never give up. Equally, students and teachers will ensure grace through taking responsibility for their own words and actions while exhibiting empathy, acceptance, and generosity. (Rev. 19/20)

Provide the school's vision statement.

To cultivate responsible and capable citizens that strive to grow and reach their academic and social emotional potential through grit & grace. (Rev. 19/20)

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Braga, Lori	Principal	Cultivate a positive culture among the students, faculty, parents, and community members. Ensure that a standards aligned curriculum drives instruction that supports students academic and social emotional success.
Donovan, Kim	Instructional Coach	Literacy Coach works with teachers to determine appropriate instructional strategies for classroom core instruction and targeted interventions. Attends parent conference, leadership team meetings, and participates on the MTSS team. Plans with teachers and leads focus team meetings and professional development.
Kublin, Mary	Teacher, K-12	5th grade Math and Social Studies teacher. Co-Chair of the School Improvement Committee. Assists with professional development to support academic and social needs of students.
White, Stephanie	Assistant Principal	Assists with building the culture of our school, analyzes data to support SIP goals, provides professional development, and supports students social and academic needs.
Schneider, Julie	Teacher, K-12	5th grade English-Language Arts and Science teacher. Co-Chair of the School Improvement Committee. Assists with professional development to support academic and social needs of students.
Foster, Elizabeth	Teacher, K-12	Gifted enrichment instructor who serves on our leadership team. Provides professional development on technology, Math, ELA, instructional practices, and culture.
Spiker, Kathy	School Counselor	Mrs. Spiker is our guidance counselor. She heads our Conscious Discipline and Trauma Informed Classroom professional development. She leads the MTSS team/IPST to ensure all students academic and social needs are met.

Demographic Information

Principal start date
Tuesday 7/12/2022, Colleen Lord

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
13

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

674

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	90	105	77	106	90	103	0	0	0	0	0	0	571
Attendance below 90 percent	0	11	11	5	0	1	6	0	0	0	0	0	0	34
One or more suspensions	0	1	0	0	0	0	2	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	7	7	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	8	9	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	2	1	0	3	2	0	0	0	0	0	0	8

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	0	4	5	0	0	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 7/12/2022

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	89	106	76	108	91	101	94	0	0	0	0	0	0	665
Attendance below 90 percent	0	2	1	1	3	1	1	0	0	0	0	0	0	9
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	7	2	6	5	10	3	0	0	0	0	0	0	33
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	5	12	3	0	0	0	0	0	0	20
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	7	16	13	0	0	0	0	0	0	36

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	2	1	2	3	2	1	0	0	0	0	0	0	11

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	4	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	89	106	76	108	91	101	94	0	0	0	0	0	0	665
Attendance below 90 percent	0	2	1	1	3	1	1	0	0	0	0	0	0	9
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	7	2	6	5	10	3	0	0	0	0	0	0	33
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	5	12	3	0	0	0	0	0	0	20
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	7	16	13	0	0	0	0	0	0	36

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	2	1	2	3	2	1	0	0	0	0	0	0	11

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	4	2	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	61%	56%				79%	62%	57%
ELA Learning Gains	64%						61%	60%	58%
ELA Lowest 25th Percentile	57%						51%	57%	53%
Math Achievement	80%	49%	50%				78%	63%	63%
Math Learning Gains	78%						68%	65%	62%
Math Lowest 25th Percentile	63%						60%	53%	51%
Science Achievement	73%	60%	59%				87%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	64%	22%	58%	28%
Cohort Comparison		0%				
04	2022					
	2019	77%	61%	16%	58%	19%
Cohort Comparison		-86%				
05	2022					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-77%				
06	2022					
	2019	70%	60%	10%	54%	16%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	61%	24%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	64%	6%
Cohort Comparison		-85%				
05	2022					
	2019	90%	60%	30%	60%	30%
Cohort Comparison		-70%				
06	2022					
	2019	70%	67%	3%	55%	15%
Cohort Comparison		-90%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	89%	56%	33%	53%	36%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-89%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	57	43	39	51	55	38	31				
HSP	86	61		75	70						
MUL	86	55		57	82						
WHT	82	66	56	83	79	67	75				
FRL	73	53	55	63	70	46	67				

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	63	82	71	59	68	55	57				
HSP	74	55		59	73						
MUL	80			60							
WHT	83	75	65	81	68	60	76				
FRL	68	64	36	58	56	50	68				

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	65	51	40	61	61	72	56				
HSP	85	62		67	67						
MUL	94	62		94	100						
WHT	78	61	52	78	66	58	85				
FRL	66	51	41	61	55	46	71				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	498
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While Indialantic overall score decreased from 505 to 498, which is a decrease of 7 points, our school grade continues to be an "A". Under all ESSA Categories, no areas fall below the overall Federal Index of 41%. Indialantic has 65% under ESSA Federal Index points. Our economically disadvantaged and students with disabilities typically score lower than the other categories. 21% percent of our student population falls under the economically disadvantaged category and 13% falls under the students with disabilities category.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data shows that students that fall under the lowest 25% group demonstrate the greatest need for improvement. Data from the 2021-2022 ELA FSA shows that 63% of the students identified in the lowest 25% scored a level 3 or higher on the ELA FSA and 59% of the lowest 25% group scored a level 3 or higher in Math. The district average for the lowest 25% is 28% in ELA and 32% in Math.
While our scores are higher than the district, they are lower than the representative scores for the school (ELA-83% and Math- 80%).

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

The residual effects of the COVID pandemic and safety precautions due to the pandemic were contributing factors, as our students were not able to Walk to Intervention until the second semester of the 2021-2022 school year. Intervention services were provided by their classroom teacher during the scheduled intervention time. Students were scheduled based on the intervention services needed, for a more targeted type of intervention. ESE services were provided in-person based on individual IEP's. Since we are now completely back to in-person learning and there are no extra COVID stipulations as far as student movement and classes, all interventions will be in the walk to intervention mode, so the opportunity for targeted interventions that meet each students need will be in place right from the start of the school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2021-2022 i-Ready data, our Tier 1 processes are meeting the needs of most of our students. Out of the 537 students who began the school year in Tier 1 (D1), 522 remained in T1 (D3). Data from the 2021-2022 ELA, Math, & Science FSA shows that IE is above the state and district average
in all grade levels. Grade 6 showed the most overall growth in ELA and Math from the previous FSA test. Grade 3 scored at the highest level in the district on the ELA FSA. Grade 6 also had the highest percentage of typical growth (100%) at the end of the year on i-Ready ELA ranging from 224%-267%.

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

One contributing factor to the improvement is the continued use of the i-Ready instructional and diagnostic program. It has allowed us to progress monitor students with fidelity. We will continue to utilize the i-Ready instructional and diagnostic program and the new FAST Progress Monitoring data along with our standards-based ELA program and our new Math curriculum. Grades K-5 are all utilizing the same curriculum that is vertically and horizontally aligned to the Florida State Standards. Sixth grade will be utilizing a different program for ELA and Math that is designed to build into the secondary school curriculum.

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

During the scheduled Walk to Intervention time, students should have target acceleration strategies based on their i-Ready D3 diagnostic from 2021-22 school year, FAST PM1 results, and weekly classroom informal assessment data. Data driven chats must be purposeful and accomplished with fidelity. Correlation of Benchmark Advanced/SAAVAS assessments and K-6 new Math series with i-Ready data, FAST data, and class assignments to determine the specific areas to target for acceleration. Grade levels will continue to plan purposely to ensure the ELA program is taught with fidelity. Administrative walk throughs for consistent and school wide coherence- ex. Academic Support programs, mentoring, after school support, diagnosing pre-rec skills in Math and ELA.

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.

All faculty members will be offered the opportunity to attend online professional development on the MTSS process through the district. The topics included are: An Overview of 4-Step Problem Solving, An Overview of Intervention and Instructional Fidelity, RtI and SLD Eligibility- Essential Components, Tier 1 Problem Solving, Multi-Tiered System of Support-An Introduction, Integrating Standards Aligned Instruction Across Tiers, Leading with MTSS, Positive Behavioral Intervention Support, Social

Emotional Learning, and Benchmark Scaffolds. At the school level, teachers will be provided professional development opportunities during faculty meetings and on early release Friday PD days that incorporate standards aligned instruction-meshing with Benchmark Advanced
and SAAVAS Realize. PD will also be provided for grades K-6 on the newly adopted Math Series. A shared Math Resource teacher will join our team one day a month to support teacher trainings and data meetings that align with the new math series. Resources from the TNTP Learning Acceleration Guide will also be utilized. Conscious Discipline, BEST Math, ELA, Harmony, and behavioral supports.

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

Continued enhancement of our Academic Support Program so that all identified students will have the opportunity to participate. Continue to secure funding for the updated i-Ready workbooks that corelate with
the student texts and align with the new ELA and MATH curriculum. Enlist our PTO and SAC for tutoring and financial support. Utilize ESSER funds to host small group afterschool tutoring for students identified as substantially deficient in Reading and Math based on 2021-2022 i-Ready D3 scores and along with scoring a level 1 on the FSA for Reading and or Math. Ensure that all students have access to print and electronic materials that are required for their grade level. Provide teachers with ongoing targeted professional development to support student learning.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The past four years we have been implementing i-Ready math instruction workbooks in grades K-5. This year we have a new math curriculum for grade K-5 that is aligned to the BEST standards for math. Sixth grade will be utilizing a different math curriculum that mirrors that standards required for secondary school students. At the beginning of the 2021-2022 school year diagnostic 1 our overall math scores were T1=39%, T2=54%, and T3=7%. At the end of the year 2021-2022 diagnostic 3 our overall math scores where T1=77%, T2=20% and T3=1%. On the 2021-2022 math FSA, all grade levels had 72% or more of the students score a level 3 or higher. On the 2020/2021 FSA math, 76% of 3rd grade scored a level 3 or higher, 85% of 4th grade scored a level 3 or higher, 75% of 5th grade scored a level 3 or higher, and 86% of 6th grade scored a level 3 or higher. Of all the grades, our 5th grade students scores decreased the most on the FSA math from the prior FSA assessment. Our students who fall in lowest 25% continue to be an area of concern that we will be focus on this year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2022-23 Indialantic will be taking the new FAST assessment. The FAST assessments are not measured through learning gains as the previous FSA assessments. FAST assessments will be measuring the student's proficiency of the state standards. It is aligned progress monitoring for accountability utilizing 3 testing periods Fall, Winter, and Spring that will monitor/inform student growth. The students will show an increase in proficiency from PM1 to PM3. Thirty-four percent of K-2 students scored below proficiency (50%) in math for PM1. Our goal is to increase proficiency from PM1 to PM3 by 50%. Seventy-three percent of 3-6 students scored below proficiency in math for PM1. Our goal is to increase proficiency from PM1 to PM3 to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	i-Ready weekly, I-Ready D2 & D3 diagnostic, data and FAST PM1, PM2, and PM3 data will be utilized to monitor student progress toward goals. Teachers will meet bi-weekly in data meetings to discuss intervention and acceleration strategies towards student success. Common grade level assessments will be analyzed for fidelity.
Person responsible for monitoring outcome:	Stephanie White (white.stephanie@brevardschools.org)
Evidence-based Strategy: Describe the evidence-	The i-Ready Magnetica Math curriculum is designed to meet the rigor of the Florida BEST math standards. All grade levels will continue to utilize common assessments and analyze the data from these assessments to identify areas of weakness and strengths to determine

based strategy being implemented for this Area of Focus.	what interventions or acceleration are needed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Continue the use of the i-Ready Magnetica Math and teacher toolbox with fidelity. This helps to provide a common math language across grade levels. Teachers will identify areas of strengths and weaknesses and provide intervention or acceleration at the time of need.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development will be provided by Mrs. Foster (Gifted) and Mrs. Donovan (Literacy Coach) on utilizing the digital platform that accompanies REVEAL MATH (sixth grade curriculum).
Jessica K-District math coach will be assisting once a month through PD, small group instruction, and classroom walkthroughs.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

Teachers will set specific standards goals for growth and proficiency and will monitor the data.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Data will be analyzed at the bi-weekly data chats with each grade level, A.P., Principal, and Literacy. Coach.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

Utilize the i-Ready instructional grouping reports to determine the domains that students are struggling with.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

Intervention groups will be designated by the data and support from the teacher toolbox will be utilized to fill gaps.

Person Responsible	Lori Braga (braga.lori@brevardschools.org)

Focus on the lowest 25% by strategically grouping students in small intervention groups. Tutoring services for those who are substantially deficient in Math or level 1 FSA Math students.

Person Responsible	Lori Braga (braga.lori@brevardschools.org)

Before school, after school, and during school tutoring available through Academic Support Programs. This is in addition to the Substantially Deficient targeted tutoring.

Person Responsible   Stephanie White (white.stephanie@brevardschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Looking at our i-Ready diagnostic data from the end of 2021/2022 school year all grade levels were (above 72%)- considered on grade level. Grades 1st and 5th scored the lowest at 79%. All other grade levels scored 80% or higher on the last diagnostic. This year i-Ready diagnostic 3 shows that 79% of 5th graders were on grade level. On the 2021-2022 ELA FSA, 77% of the current 5th grade class scored a level 3 or higher. This was an 8-point decrease from the previous year. The district average was 55%. All other grade levels had 72% or higher of the students score a level 3 or higher on the 2021-2022 Statewide ELA Florida Standards Assessment. The overall i-Ready 2021/2022 diagnostic 3 score for the school was T1=86%, T2=13%, and T3=1%. On the 21/22 ELA FSA, 88% of 3rd grade scored a level 3 or higher, 72% of 4th grade scored a level 3 or higher, 87 % of 6th grade scored a level 3 or higher. Our ELA standard assessment scores continue to fluctuate from year to year. Our lowest 25% continues to be a critical need area that will be one of the focuses in our SIP.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Intervention + Core Instruction: ELA proficiency for lowest 25% will show a 10% increase in proficiency growth from the FAST PM1 to PM3. Upon completion of intervention, 5% of students identified as T2/3 will move into a T1 group. On the 21-22 ELA FSA,12% of 3rd grade, 29% of 4th grade, 23% of 5th grade, and 13% of 6th grade students scored below grade level. We will be utilizing the FAST testing to determine proficiency growth from PM1 to PM3. The students will show an increase in proficiency from PM1 to PM3. 37% of K-2 students scored below proficiency in ELA for PM1. Our goal is to increase proficiency from PM1 to PM3 by 50%. Forty-two percent of 3-6 students scored below proficiency in ELA for PM1, by PM3 our goal is 25%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	i-Ready weekly and diagnostic data along with the new FAST progress monitoring that takes place 3 times a year will be utilized to monitor student progress toward goals. Teachers will meet bi-weekly in data meetings to discuss intervention and acceleration strategies towards student success.
Person responsible for monitoring outcome:	Stephanie White (white.stephanie@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Core Instruction: Vertical and Horizontally aligned ELA instruction across all grade levels utilizing Priority Standards, Benchmark Universe K-5, SAAVAS Realize 6th, i-Ready instructional and assessed through i-Ready diagnostic, standards mastery, and FAST progress monitoring. Intervention: Scheduled intervention times utilizing Barton, i-Ready teacher toolbox, Phonics Lesson Library, FCRR resources. Grade levels will meet bi-weekly to monitor data as student move between tiers. All data will be tracked on spreadsheets/google forms so that they are easy to share and manipulate.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Core Instruction: Utilization of Standards Focus Documents and i-Ready instruction, along with the new ELA curriculum- Benchmark Universe K-5, SAAVAS Realize 6th will provide an increased alignment of the standards. Grade level data meetings will be utilized to analyze data, assure alignment of materials, and coordinate our instruction to allow for an increase in ELA Proficiency Growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership team will continue to monitor the implementation of the ELA Curriculum to assist teachers and drive standards-based instruction.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Bi-Weekly data chats with the Literacy Coach, Administration, and grade level teams will be utilized to analyze data.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

i-Ready data reports, diagnostics, and FAST datas will be analyzed to determine what domain students are struggling with and base their instructional groups on that data for additional support.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

MTSS Team will track the number of students that move within the Tiered groups to determine the appropriate intervention strategies.

Person Responsible	Kim Donovan (donovan.kimberly@brevardschools.org)

Continued training on the ELA curriculum to ensure standards and pacing are appropriate.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Protect built in walk to intervention schedule.

Person Responsible	Lori Braga (braga.lori@brevardschools.org)

i-Ready and FAST Diagnostic data will be utilized to target small group instruction for Tier 2 & Tier 3 students.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Tier 1 and Gifted students will be provided enrichment activities to enhance standards mastery.

Person Responsible	Elizabeth Foster (foster.elizabeth@brevardschools.org)

Students who are identified as substantially deficient will be offered additional tutoring services through Academic Support Programs. Already in process- tutoring begins on 9/12/2022 from grades 3-6.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

#3. Positive Culture and Environment specifically relating to Early Warning Signs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2020-2021 school year Indialantic focused on teaching pro-social behavior skills through Skills Streaming, Conscious Discipline, and Trauma Informed Classroom practices. The students are presented with strategies and concrete techniques to help prevent more serious difficulties in later childhood, adolescence, and early adulthood. During the first year of the program 2019-2020, we decreased our school wide referral rate by 49%. During the 2020-2021 school year we decreased our school wide referral rate by an additional 44%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Due to the continued impacts of COVID on our school, we are aiming to again decrease the number of school-wide office referrals by 10% from 73 to 65.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through school wide office referrals. Each 9 weeks a report will be generated from the student data system to compare office referral counts to look for patterns among the student population.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students are not equipped to deal with real life situations such as COVID, quarantining, divorce, death, homelessness. The COVID pandemic has exasperated an overwhelming additional stress on our students. A lack of self-esteem and coping skills have hindered student success. By providing students activities based on Skill Streaming, Conscious Discipline, Trauma Informed Classroom, and Life Skills, we have the opportunity to engage students in role playing activities that enhance self-awareness and coping skills.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Teachers will continue to utilize Conscious Discipline, Trauma Informed Classrooms, Skill Streaming, and Act like AKT activities to model for and discuss with students so they understand how to act/deal with unconformable social situations, The student will learn to deal with their social emotional issues by practicing/role playing with other students and adults

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance counselor will provide training for the faculty through professional development on Trauma Informed
Classroom practices, Suicide Awareness, Conscious Discipline, and Behavioral Strategies.

Person Responsible	Kathy Spiker (spiker.katherine@brevardschools.org)

Principal and guidance counselor will provide professional development to all faculty on Conscious Discipline and Harmony with the help of ESE Resource support CE .

Person Responsible	Lori Braga (braga.lori@brevardschools.org)

Teachers will continue to utilize Skills Streaming, LifeSkills, and Harmony activities once a week during pre-scheduled intervention time.

Person Responsible	Elizabeth Foster (foster.elizabeth@brevardschools.org)

Teacher leader of Act like AKT social emotional book will continue the development of mini lessons for teachers to utilize in their classrooms and provide PD.

Person Responsible	Julie Schneider (schneider.julie@brevardschools.org)

The Social Emotional committee will provide ongoing meetings and Professional Development to reflect and continue supporting the social emotional focus for our school.

Person Responsible	Julie Schneider (schneider.julie@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Several key sources of data were utilized when planning for the 2021-2022 school year which include school-wide parent surveys, faculty "insight surveys" and a student survey called "youth truth". These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.
• The parent survey results indicated a positive response in the following categories: Feeling welcome at school
(83% yes), effectiveness of school's information being sent online (92% received online) and information being
sent from the Principal. Areas of improvement included: Increase in parent/teacher communication, and more
resources relating to classroom assistance. Focus areas for improvement planning include ensuring that FOCUS
& Google classroom resources are available for all parents with relevant information. Weekly parent academic
resources and family engagement opportunities, will be sent with the Principal's newsletter to provide extra resources for parents to help their children with standards. Providing more opportunities to engage in activities with their students during the school day and at nighttime events.
• Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following
categories: Academic Challenge and Belonging. These focus areas will be addressed with the reinforcement of standards aligned instruction with increased level of rigor in daily instruction and developing positive relationships with students so feel a connection/belonging to their school community. Monthly department meetings will include specific action analysis of these standards and ensure that items are being addressed. Additionally, student leaders will meet with school administration each semester to gain further insight into which practices are most effective as viewed by the students. We will continue to focus on a Growth Mindset and LifeSkill's to support student success.
• Our faculty insight survey also included areas of strength that included "leadership", "Professional Development" and "Peer Culture". Target areas for improvement include "learning environment" and "academic
opportunity". Using this trend data, resources will be provided at each faculty meeting and department meeting
to add instructional tools for our staff.
Additionally, we will implement research based SEL-Harmony curriculum to provide targeted instruction to help ease the impact of emotional hardships.

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

Engaging ALL Stakeholders
• The school engages families, students. and all faculty in a shared understanding of academic
and behavioral expectations as well as high-quality instruction.
• Teachers communicate high expectations for all students.
Teachers meet in PLCs weekly to routinely examine and disaggregated data to look for
themes/patterns among student groups. This data and the following, discipline referrals or
incident reports, in and out-of-school suspension and attendance also forms the basis for
discussions of what's working (or not) for particular groups within a school and What needs to
be done.
The school provides orientation for new teachers and ongoing support from a
mentor teacher. Teachers establish and practice clear expectations and classroom procedures,
and provide frequent feedback to students, and encourage students to be caring and
respectful to one another and teachers model such interactions in the classroom.
The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of
students.
• Leaders demonstrate how those beliefs manifest in the school building.
•Collaborative planning is solutions-oriented and based on disaggregated data
• Student work is displayed throughout school
The administration ensures that teachers have resources, training, and ongoing
support to meet their needs and provides frequent, constructive feedback, and actively make
themselves available to teachers and staff.
The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for
teachers to assume leadership roles.
They also structure the master schedule to include collaborative planning and ensure it is
rooted in data on student progress.
• A school wide code of conduct for students has been created. Having the same rules-language spoken
throughout the school helps to reduce discipline issues as a whole on campus.

Evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive
behavioral supports) and providing ongoing training and feedback to teachers on implementing
these approaches help to establish a culture of belonging at our school for all stakeholders.

SAC - The school has established an infrastructure to support family engagement, such as a decision-
making SAC council. It reaches out to families and the community early and often - not just when
there is an issue. Seeking input from families on how the school can support students, and follow up
with what's being done as a result. We also ensure that logistics of parent/teacher conferences and
other school events enable all parents to participate.