

Volusia County Schools

Indian River Elementary School



2022-23 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

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (58%) 2017-18: B (58%)
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	ATSI
* 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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">19%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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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

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
Holmgreen, Jennifer	Principal	On going monitoring of SIP.
Salzano, Sara	Teacher, K-12	SAC Chairman
Booth, Mercedes	Curriculum Resource Teacher	Collection of data to drive the SIP.
Dowdell, Tricia	Other	ESE LQ data to drive SIP.
Beard, Amy	Teacher, K-12	Data driven for instruction. Will help build SIP.
Reaves, Wendy	Assistant Principal	Assist in the making of the SIP.

Demographic Information

Principal start date

Wednesday 7/1/2020, Jennifer Holmgreen L

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.*

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.*

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

610

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.

7

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	91	81	85	87	82	96	0	0	0	0	0	0	0	522
Attendance below 90 percent	0	0	0	0	0	1	0	0	0	0	0	0	0	1
One or more suspensions	1	2	4	1	3	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	14	23	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	19	21	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	1	4	10	7	13	15	0	0	0	0	0	0	0	50

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	2	1	5	6	0	0	0	0	0	0	0	15

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	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

Monday 8/8/2022

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	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

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	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

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	56%	53%	56%				63%	56%	57%
ELA Learning Gains	52%						60%	56%	58%
ELA Lowest 25th Percentile	45%						53%	46%	53%
Math Achievement	61%	42%	50%				64%	59%	63%
Math Learning Gains	53%						57%	56%	62%
Math Lowest 25th Percentile	39%						44%	43%	51%
Science Achievement	68%	55%	59%				62%	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	69%	58%	11%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	56%	54%	2%	58%	-2%
Cohort Comparison		-69%				
05	2022					
	2019	60%	54%	6%	56%	4%
Cohort Comparison		-56%				

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	66%	60%	6%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-66%				
05	2022					
	2019	57%	54%	3%	60%	-3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	56%	6%	53%	9%
Cohort Comparison						

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	19	44	48	26	38	32	26				
MUL	60	40		80	80						
WHT	55	52	44	58	50	40	66				
FRL	54	50	46	58	52	33	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	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				

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)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
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	52
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	51
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?

The trends that merge across grade levels, subgroups and core content areas are intervention and differentiated instruction. The trends are showing an increase in students with disabilities (SWD) and lowest quartile (LQ) subgroups.

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

The greatest need for improvement is SWD subgroup based on data and progress monitoring. Another need for improvement based on data is ELA and Math proficiency.

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 contributing factor is a need for a greater focus on instruction and intervention for students identified needing tier 2 support. New actions for supporting these students include; progress monitoring, coaching, and collaborative planning that will directly impact teaching and learning for students needing tier 2 supports.

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

The most improved area is Math lowest quartile. Our school data shows a math increase of 25 points.

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

The contributing factors for improvement is the focus on data analysis and differentiated instruction.

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

In order to accelerate learning, the strategies to be implemented will be individualized student data analysis to drive differentiated instruction.

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.

The focus on professional development opportunities that will be provided at the school will be ELA, Math, PBIS, and SEL. Teachers will be provided collaborative structures of professional learning.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be IEPs, SEL, AVID, MTSS and PBIS.

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 Standards-aligned Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area of focus aligns to Strategic Plan Goal1: Engage all students in high levels of learning every day. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 56%, ELA Learning Gains were 52% and the Lowest Quartile performed at 45%. Further analysis revealed that most of the students in our Lowest Quartile were also in our SWD targeted ESSA Subgroup that was identified below 41%. And, our Math Proficiency was at 61%, Math Learning Gains were 53% and the Lowest Quartile performed at 39%. Further analysis revealed that most of the students in our Lowest Quartile were also in our SWD targeted ESSA Subgroup that was identified below 41%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase ELA overall proficiency from 56% to 62%. Increase ELA LQ learning gains from 45% to 51%, including ESSA subgroups ,SWD. Increase Math overall proficiency from 61% to 67%. Increase Math LQ learning gains from 39% to 45%, including ESSA subgroups, SWD. We will analyze student outcomes on the diagnostic progress monitoring assessments. (FAST)

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through frequent classroom observations using a walkthroughs tool with specific ELA and Math look-fors, and data chats to determine instructional adjustments needed to impact student growth. There will be coaching cycles based on teacher need. The teacher need will be determined through weekly classroom observations and student performance data. FAST and i-Ready data will be used to monitor progress. Academic Coach- Mercedes Booth, Intervention teachers- Stacey Gray & Kristy Slifkin and Principal- Jennifer Holmgreen responsible.

Person responsible for monitoring outcome:

Jennifer Holmgreen (jholmgr@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Our evidence-based strategy is implementing AVID schoolwide. Teachers will incorporate all WICOR components into ELA and Math core curriculum instruction. Although we are implementing all WICOR strategies, Indian River teachers will focus on Collaborative Structures as the main strategy.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The evidence-based strategies supported by AVID increase engagement through student ownership, accountability, and critical thinking. Based on research, students provided with AVID strategies perform significantly higher than students that are not provided with AVID opportunities.

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 AVID site team will provide teachers with training in the WICOR methodologies during ERPL's and PLC's. Administration, Academic and District AVID resource teacher will conduct monthly walkthroughs using the elementary coaching and certification instrument. The October ERPL will focus on collaborative structures as this is main strategy teachers will implement.

Person Responsible

Jennifer Holmgreen (jholmgr@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and**

Rationale: Our area of focus is aligned to the District Strategic Plan Goal1: Engage all students in high levels of learning. As a result of our Needs Assessments and Analysis, it revealed that only 45% of our lowest quartile reached proficiency in ELA and 39% in Math. This is well below the district and state average. Further analysis showed that most of the students in our lowest quartile are also in the targeted ESSA subgroup of SWD-Students With Disabilities.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

Our goal will be to increase the percentage of our lowest quartile reaching ELA proficiency from 56% to 62%, and Math proficiency from 61% to 67% including our ESSA subgroup SWD. We will utilize district unit assessments in ELA and chapter assessments in Math to monitor progress of our LQ and ESSA subgroup. We will analyze student outcomes on the diagnostic progress monitoring assessments. (FAST)

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation (the percentage of our students are increasing). Two times per month PLCs will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will all be assessed during each PLC. The instrument for data collection of data collection will be related to the area of need. FAST and i-Ready data will be used to monitor progress. Academic Coach- Mercedes Booth, Intervention teachers-Stacey Gray & Kristy Slifkin and Principal- Jennifer Holmgreen responsible.

Person**responsible****for monitoring****outcome:**

Mercedes Booth (mlbooth@volusia.k12.fl.us)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy being****implemented****for this Area****of Focus.**

The evidence based strategy being implemented is a robust, district-wide Multi Tiered System of Supports.

* K-2 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of the mastery test data.

* 3-5 will implement walk to intervention in both Reading and Math.

Rationale for**Evidence-**

MTSS is grounded with a careful analysis of data collected through Progress Monitoring and Data Base Decision Making. The power of a tiered system of supports rests in the

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

fact that it is based upon prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi Tier System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity. Schools will be provided with essential training in MTSS and its strategies to support student learning.

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.

In the first PLC, review students in intervention from the previous year and set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups. Determine how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Rules, Instruction, curriculum, Environment and Learner (ICEL) strategy.

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

Implementation of Professional Learning (PL) of MTSS following the District ERPLs.
* Decision Rules guidance and ICEL strategy: Tier 1 - 100% of students should receive Tier 1 and at least 80% of student should be meeting proficiency to indicate good quality core instruction. Tier 2 - 15% of students receive targeted level of prevention; Tier 3 - 3 to 5% of students receive intensive level of prevention; All students receive these supports in a stacked manner, including Students With Disabilities.

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

Monthly PLC to determine progress of LQ, including ESSA subgroup, making progress towards 62% proficiency in ELA and 67% proficiency in Math on unit/chapter assessments.
*Bi-weekly checkpoints of targeted students, make adjustments to the intervention as needed, through data analysis while considering ICEL.
*Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.
* Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

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

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.

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 (jholmgr@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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: Explain the rationale for selecting this specific

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.

strategy.

Describe the resources/ criteria used for selecting this strategy.

Being cognizant of breathing (Breathe for Change) is a proven self awareness of regulating emotions.

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.

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

Person Responsible Wendy Reaves (wnreaves@volusia.k12.fl.us)

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

Person Responsible Wendy Reaves (wnreaves@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 Holmgreen (jlholmgr@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 Ann Marie Flanagan (aflanaga@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 Wendy Reaves (wnreaves@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based i-Ready ELA diagnostic 3, only 10% of Kindergarten students were not on track to score a level 3. (90% proficient)

Based i-Ready ELA diagnostic 3, only 29% of 1st grade students were not on track to score a level 3. (71% proficient)

Based i-Ready ELA diagnostic 3, only 41% of 2nd grade students were not on track to score a level 3. (59% proficient)

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the statewide standardized ELA assessment our students in grade 4 scored 44% proficient.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not Applicable

Grades 3-5: Measureable Outcome(s)

In June 2023, the percentage of students in grade 5 that score a level 3 or higher will increase by 10% on the statewide ELA assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor our area of focus through completed planning protocols, data analysis at PLCs, and walkthrough data and feedback for continued growth.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Holmgreen, Jennifer, jholmgr@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices/programs being implemented are ELA Benchmark Advanced Curriculum aligned to the BEST Standards, SIPPS in K-3 to address foundational skills, daily small group differentiated instruction utilizing ELA Benchmark Advanced Curriculum to also include the intervention and enrichment toolkit. Additionally, collaborative planning with grade level teams utilizing a planning protocol and Test Item Specifications.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We will use the district approved ELA resources and curriculum for core instruction as well as interventions. These address the identified need and have a record to effectiveness for our population per the district.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>ELA Collaborative Planning with grade level teams to include support teachers, administration, academic coach, and regional resource teachers. Academic Coach and regional resource teacher in order to ensure that instruction and students tasks are aligned to the benchmark.</p>	<p>Booth, Mercedes, mlbooth@volusia.k12.fl.us</p>
<p>Monitor ELA assessment data during weekly PLCs and Monthly School Leadership Team Meetings. Academic Coach, regional resource teacher, administration, and support staff will participate as appropriate. Additionally, a focus on Tier 2 and 3 students through progress monitoring will occur and instructional decisions made to increase student achievement.</p>	<p>Holmgreen, Jennifer, jlholmgr@volusia.k12.fl.us</p>

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.

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. District 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 Connect 5 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 school culture and environment.

Administration, Title 1 Liaison, SLT Team, Family Engagement Coordinator, SAC Council, classroom teachers parents and community members all play a role in promoting a positive school culture and environment.

Administration will work to build positive relationships with all stakeholders by creating a welcoming environment, offering frequent communication in a variety of platforms, and responding to questions and concerns in a timely manner.

Title I Liaison will promote family engagement activities (parent nights, open house, literacy night, math night, science night, book fair family nights, Parents-to-Kids, and other family engagement opportunities. Teachers will build positive climates in their classroom by promoting and practicing schoolwide expectations with students.

All stakeholders will follow schoolwide expectations: Be Kind, Be Respectful, Be Responsible, Be Positive.