

School District of Indian River County

Glendale Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Glendale Elementary School

4940 8TH ST, Vero Beach, FL 32968

www.indianriverschools.org

Demographics

Principal: Casandra Flores

Start Date for this Principal: 6/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: B (57%) 2017-18: C (51%)
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 was approved by the Indian River County School Board on 10/24/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Glendale Elementary School

4940 8TH ST, Vero Beach, FL 32968

www.indianriverschools.org

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 KG-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

School Board Approval

This plan was approved by the Indian River County School Board on 10/24/2022.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Be Responsible, Do Your Best and Always Remember to Help the Rest. We will establish a learning partnership of home, school, and community to ensure personal and academic excellence. We will create an environment that will enable all of our students to fully develop their academic emotional and social potential.

Provide the school's vision statement.

Strive to support a positive and engaging learning environment that fosters collaboration, critical thinking, and creativity. Our school family is committed to developing life-long learners who will become successful and reach their full potential.

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
Flores, Casandra	Principal	
Castillo, Chelsea	Assistant Principal	
McCabe, Danielle	Reading Coach	
Poysell, Patricia	Reading Coach	
Tontillo, Carmen	Math Coach	
Coleman, Jaime	Other	

Demographic Information

Principal start date

Wednesday 6/9/2021, Casandra Flores

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.*

0

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.*

19

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

455

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

9

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

11

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	51	83	85	83	61	73	0	0	0	0	0	0	0	436
Attendance below 90 percent	8	26	26	20	17	18	0	0	0	0	0	0	0	115
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	3	14	14	10	19	0	0	0	0	0	0	0	60

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	0	0	5	9	12	0	0	0	0	0	0	0	26

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	12	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 10/10/2022

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	79	86	69	70	72	93	0	0	0	0	0	0	0	469
Attendance below 90 percent	28	32	23	32	24	24	0	0	0	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	6	3	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	9	14	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	2	7	5	12	3	16	0	0	0	0	0	0	0	45

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	3	4	7	0	0	0	0	0	0	0	14

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	15	1	7	0	0	0	0	0	0	0	0	0	25
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	79	87	65	71	69	98	0	0	0	0	0	0	0	469
Attendance below 90 percent	11	22	13	14	16	21	0	0	0	0	0	0	0	97
One or more suspensions	1	0	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	3	14	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	9	13	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	5	3	14	0	0	0	0	0	0	0	22

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	10	8	13	0	0	0	0	0	0	0	31

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	4	15	1	6	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	50%	58%	56%				66%	58%	57%
ELA Learning Gains	57%						61%	57%	58%
ELA Lowest 25th Percentile	59%						51%	54%	53%
Math Achievement	46%	55%	50%				63%	63%	63%
Math Learning Gains	45%						59%	60%	62%
Math Lowest 25th Percentile	37%						49%	48%	51%
Science Achievement	41%	60%	59%				52%	54%	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	64%	60%	4%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	69%	61%	8%	58%	11%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-69%				

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%	64%	2%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-66%				
05	2022					
	2019	54%	57%	-3%	60%	-6%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	53%	-3%	53%	-3%
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	27	46	55	20	34	40	44				
ELL	54	45		54	50		42				
BLK	22	43	54	23	25	15	28				
HSP	52	46		44	38		36				
MUL	60			50							
WHT	55	65	69	52	49	39	45				
FRL	49	53	57	44	42	40	40				

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	41	52		42	60		76				
ELL	50	57		69	64		67				
BLK	29	42		38	25						
HSP	53	47		70	63		73				
WHT	63	58	64	56	56	62	63				
FRL	55	56	63	53	48	57	53				
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	41	51	52	47	60	65	20				
ELL	52	62		52	62						
BLK	50	64	69	42	51	47	36				
HSP	62	48	50	55	44	30	50				
MUL	71	80		64	60						
WHT	71	61	38	70	65	58	54				
FRL	63	56	54	59	58	48	49				

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	52
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	82
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	55

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	43
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	55
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	53
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	50
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?

According to our BOY IReady Data, vocabulary and comprehension are challenges across all grade levels showing 14% of our students in Vocabulary and 16% of our students in Comprehension are three or more levels below grade level.

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

Based on FSA data, ELA scores fell at 50%, and math fell at 46%, indicating a need for additional support for students on the threshold of proficiency. Our science scores fell at 41% overall, also showing a need for increased supports to move students to proficiency.
 ELA results with ESSA groups falling below 41% = Black/African American – 22%, ESE – 30%
 Math results with ESSA groups falling below 41% = Black/African American – 23%, ESE – 24%
 Science results with ESSA groups falling below 41% = Black/African American – 28%, Hispanic – 36%, ED – 41%

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

Attendance on both the staff and students- End-of-year data shows staff attendance at 94% last year and student attendance totaling 91.2%. Discipline- Last year on Power BI shows 161 referrals for the school year with a total of 50 students accruing these referrals, this would be 31% of our students receiving referrals with 65% of those being from our Black/African American subgroup. New actions: Reach out to all no-shows during 10-day count, Meet with the attendance committee to review which students were on our attendance concerns list last year and what has been done up to this point, Schedule monthly attendance committee meetings. Monitor attendance of students and follow steps for addressing concerns. (Letters, meetings, referral to student services), Set attendance initiatives in place for students. Have guidance counselor run and develop incentives for students, Set attendance initiatives in place for staff/teachers, have assistant principal develop incentives and monitor attendance, then share with principal for follow up, Remind all staff of attendance expectations and leave processes, Include notes about attendance and the importance of attending school for families in the parent newsletter and on PBIS Rewards, Increase the activities that students (and teachers) want to participate in to increase attendance. (Increase extended learning and club options.), Implement monthly

PBIS events and schedule on Fridays or Mondays to encourage attendance and decrease discipline by reinforcing positive behavior.

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

According to PowerBI, the FSA data shows that our African American bottom quartile students increased their achievement in both ELA and Math. 20-21 ELA was 33% and 21-22 ELA was 38%. 20-21 Math was 0% and 21-22 was 13%.

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

Daily intensive small group instruction in both reading and math, after school tutoring program twice a week for our bottom quartile. All teachers collaborative planning with their grade level and coaches. Monthly data chats to review data and make next step decisions. RTI fidelity checks. Classroom walkthroughs with leadership team. One on one data chats with students in 3rd-5th grade. Professional development and emphasis on engagement strategies.

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

We will be implementing with fidelity monitoring as a high yield strategy. Monitoring: Formative assessment, Revision of plans and instruction based on this formative assessment to meet the current needs of students, Timely feedback to students to improve student understanding, Monitoring as evidenced in the lesson plans.

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.

Provide professional development on monitoring strategies, during planning meetings every 3 weeks. Allowing time for practice and reflection. Each teacher must be intentional in their plans as to how this relates to our ESSA subgroups, in all subject areas. Conduct trend walks – Monitor teachers during instruction to see if monitoring strategies are being used. Share data in weekly newsletter. Conduct lesson plan checks- look for notes showing when and how monitoring strategies are being used and how instruction is being adjusted based on this monitoring.

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

We will continue evaluating high yield strategies, such as monitoring and providing professional development to teachers. As well as, continue monthly data chats to ensure students are making academic progress, continue conducting lesson plan checks and fidelity walks, and continue weekly collaborative meetings with teachers and coaches.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

If teachers and staff are not on campus, then instruction and school operations are not working up to its potential. This also causes a sense of instability for both students and parents, and they begin to doubt the effectiveness of the school and impact of the instruction taking place. Frequent absences create extra stress on staff and help to bring down school morale overall. If students are not in school, they are missing instruction and assessment. This correlates to what we see with our black/African American subgroup showing the lowest scores in proficiency in both reading and math on FSA.

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

Our school plans to achieve an attendance rate for students and staff of 95%.

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

Monthly attendance committee meetings monitor attendance of students and follow steps for addressing concerns. Principal monitors staff attendance and meets with staff who are falling below the 95% desired attendance.

Person responsible for monitoring outcome:

Chelsea Castillo (chelsea.castillo@indianriverschools.org)

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

On the morning announcements and the weekly parent schoolwide phone calls, the grade level who has achieved the highest percentage of attendance gets celebrated.

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

By celebrating each week, we hope to create a positive mindset and which will encourage higher attendance across the board and decrease discipline by reinforcing positive behaviors.

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.

Reach out to all no-shows during 10-day count.

Person Responsible

Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Meet with the attendance committee to review which students were on our attendance concerns list last year and what has been done up to this point.

Person Responsible

Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Schedule monthly attendance committee meetings. Monitor attendance of students and follow steps for addressing concerns. (Letters, meetings, referral to student services)

Person Responsible

Casandra Flores (casandra.flores@indianriverschools.org)

Set attendance initiatives in place for students. Have guidance counselor run and develop incentives for students.

Person Responsible

Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Set attendance initiatives in place for staff/teachers, have assistant principal develop incentives and monitor attendance, then share with principal for follow up.

Person Responsible Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Review attendance letters given to teachers/staff at end of last school year, remind them of attendance expectations.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Review expectations for sub plans with all teachers.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Include notes about attendance and the importance of attending school for families in the parent newsletter and on PBIS Rewards.

Person Responsible Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Increase the activities that students (and teachers) want to participate in to increase attendance. (Increase extended learning and club options.)

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Implement monthly PBIS events and schedule on Fridays or Mondays to encourage attendance and decrease discipline by reinforcing positive behavior.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

We plan to focus on monitoring through formative assessment. The data shows that half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at supplemental tier 1 supports and small group instruction to help fill in any gaps causing students to miss proficiency. This data shows that more than half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.

Measurable**Outcome:**

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

Monitoring through formative assessment will be evident in 75% of classrooms and resource rooms when walkthroughs occur.

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

Agendas will be written for use during collaborative planning targeting formative assessments in lessons, coaches/admin will observe and participate in collaborative planning, lesson plan checks to ensure formative assessments are included.

Person responsible for monitoring outcome:

Casandra Flores (casandra.flores@indianriverschools.org)

Evidence-based Strategy:

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

Teachers will be monitoring student learning through formative assessments during lessons.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Through monitoring with formative assessments, teachers will be able to see where their students are in the mastery of the standards and be able to know when to re-teach and when to move on. This, in turn, will help students reach proficiency.

Describe the

**resources/
criteria used for
selecting this
strategy.**

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.

This data shows that more than half of our students still need additional supports to be successful and reach grade level standards mastery. Need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Look at collaborative planning norms and agenda templates - note area to record monitoring strategies being implemented each week.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Provide professional development on monitoring strategies, during planning meetings every 3 weeks. Allowing time for practice and reflection. Each teacher must be intentional in their plans as to how this relates to our ESSA subgroups, in all subject areas.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Conduct trend walks – Monitor teachers during instruction to see if monitoring strategies are being used. Share data in weekly newsletter.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Conduct lesson plan checks - look for notes showing when and how monitoring strategies are being used and how instruction is being adjusted based on this monitoring.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

#3. Positive Culture and Environment specifically relating to parental involvement**Area of Focus****Description and Rationale:**

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

According to PowerBI only a quarter of our families responded to the parent survey. With the survey data we see a concern in communication with 4.18 being the lowest score on the parent responses. Academics is the second lowest with 4.22 and notes related to enrichment and advanced courses being a concern.

Measurable Outcome:

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

Our end of year goal is to have 50% of our parents complete the survey and to see our ratings in the two indicated areas increase. We will also see an increase in the amount of parent participation in school events this school year. Our quarter 1 goal this year is to have at least 2 parent activities for families to attend with at least one of them providing a learning opportunity.

Monitoring:

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

Collect surveys, collect sign in sheets from events, document events through photos and feedback forms

Person responsible for monitoring outcome:

Casandra Flores (casandra.flores@indianriverschools.org)

Evidence-based Strategy:

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

Feedback surveys and sign-in sheets

Rationale for Evidence-based Strategy:

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

Feedback surveys will let us know how parents feel we are doing and sign-in sheets will show how many people participated in our events

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.

Grade level curriculum nights.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Scavenger hunt at open house with resources that are available to families to support learning.

Person Responsible Danielle McCabe (danielle.mccabe@indianriverschools.org)

Open parent resource room on campus.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Provide quarterly parent trainings with a focus on supporting learning at home. (Ex: math games, fluency practice, reading challenges, science fair night)

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Increase extended learning opportunities for students that include community business partners. Invite parents in to observe these programs.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Create a list of ways parents can volunteer on campus.

Person Responsible Chelsea Castillo (chelsea.castillo@indianriverschools.org)

Create a survey for parents to determine what types of learning opportunities they would like to participate in to learn how to support their children.

Person Responsible Casandra Flores (casandra.flores@indianriverschools.org)

Utilize newsletter and PBIS rewards to regularly communicate parent and student opportunities to get involved at the school.

Person Responsible Chelsea Castillo (chelsea.castillo@indianriverschools.org)

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

Monitoring through formative assessments- 2022 FSA ELA data shows that more than half of our students still need additional supports to be successful and reach grade level standards mastery. There is also a need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.

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

Monitoring through formative assessments- 2021-2022 IReady ELA data shows that 2% of our students still need additional supports to be successful and reach grade level standards mastery. There is also a

need to look at overall tier 1 instruction and small group instruction to help fill in any gaps causing students to miss proficiency.

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)

Monitoring through formative assessment will be evident in 75% of classrooms and resource rooms when walkthroughs occur. By doing this all students, including ESSA deficient groups (Black/African American and ESE) in ELA will increase proficiency.

Grades 3-5: Measureable Outcome(s)

Monitoring through formative assessment will be evident in 75% of classrooms and resource rooms when walkthroughs occur. By doing this all students, including ESSA deficient groups (Black/African American and ESE) in ELA will increase proficiency.

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.

Admin/coaches will attend weekly collaborative planning where formative assessments are discussed, agendas for collaborative planning will include time to discuss monitoring through formative assessments, lesson plans will indicate monitoring through formative assessment

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Flores, Casandra, casandra.flores@indianriverschools.org

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?

We will implement monitoring the following ways:

- Formative assessment
- Revision of plans and instruction based on this formative assessment to meet the current needs of students.
- Timely feedback to students to improve student understanding.
- Monitoring as evidenced in the lesson plans.

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?

Through monitoring with formative assessments, all students, including ESSA deficient groups (Black/ African American and ESE) in ELA will increase proficiency.

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
Provide professional development on monitoring strategies, during planning meetings every 3 weeks. Allowing time for practice and reflection. Each teacher must be intentional in their plans as to how this relates to our ESSA subgroups, in all subject areas.	Flores, Casandra, casandra.flores@indianriverschools.org
Conduct trend walks – Monitor teachers during instruction to see if monitoring strategies are being used. Share data in weekly newsletter.	Flores, Casandra, casandra.flores@indianriverschools.org
Conduct lesson plan checks - look for notes showing when and how monitoring strategies are being used and how instruction is being adjusted based on this monitoring.	Flores, Casandra, casandra.flores@indianriverschools.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.

Data Findings:

- End-of-year data shows staff attendance at 94% last year. With 17 staff members falling in the red with attendance below 93%.
- End of year data shows student attendance at 91.2% with our Black/African American and Hispanic subgroups showing the lowest attendance at 89.3% for Black and 89.7% for Hispanic. Fridays are the day with the least attendance.
- Discipline data from last year on Power BI shows 161 referrals for the school year with a total of 50 students accruing these referrals, this would be 31% of our students receiving referrals, with 65% of those being from our Black/African American subgroup.

Rationale for Selection of Data:

- If teachers and staff are not on campus, then instruction and school operations are not working up to its potential. This also causes a sense of instability for both students and parents, and they begin to doubt the effectiveness of the school and impact of the instruction taking place.

Frequent absences create extra stress on staff and help to bring down school morale overall.

- If students are not in school, they are missing instruction and assessment. This correlates to what we see with our black/African American subgroup showing the lowest scores in proficiency in both reading and math on FSA.

- When discipline referrals are up frustration in teachers, students and parents increases and attendance decreases. By addressing discipline concerns we will see an increase in attendance.

High Yield Strategy: Environment

- Consistent and clear expectations
- Mutual Accountability
- Engagement of staff and students
- Safety

Goal: To increase academic achievement for all students, our school will focus on environment with clear and consistent expectations and increased engagement opportunities that will lead to attendance increasing to 95% for all teachers, staff, and students; this will improve attendance and academic performance for all students including those in our ESSA subgroups (black/African American and SWD).

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

(Secretary, Assistant Principal, Principal, and Teachers)

- Reach out to all no-shows during 10-day count.

(Secretary, Assistant Principal, and Guidance Counselor)

- Meet with the attendance committee to review which students were on our attendance concerns list last year and what has been done up to this point.

(Principal, Assistant Principal, and Administrative Assistant)

- Schedule monthly attendance committee meetings. Monitor attendance of students and follow steps for addressing concerns. (Letters, meetings, referral to student services)

(Assistant Principal and Guidance Counselor)

- Set attendance initiatives in place for students. Have guidance counselor run and develop incentives for students.

(Assistant Principal and Principal)

- Set attendance initiatives in place for staff/teachers, have assistant principal develop incentives and monitor attendance, then share with principal for follow up.
- Review attendance letters given to teachers/staff at end of last school year, remind them of attendance expectations.
- Remind all staff of attendance expectations and leave processes.
- Review expectations for sub plans with all teachers.
- Include notes about attendance and the importance of attending school for families in the parent newsletter and on PBIS Rewards.