Volusia County Schools

INDIAN RIVER ELEM. SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on School Board Approval Date 10-13-2026.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Holmgreen

jlholmgr@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The School Leadership Team will review data as presented to all stakeholder groups throughout the entire process. Input is sought through the use of online surveys, face to face meetings, and weekly communications. The SIP will be monitored throughout the year in a variety of different ways. These

include collaborative planning, classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based on most relevant data and specific areas of need.

Leadership Team Member #2

Employee's Name
Sarah Callahan

sacallah@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The School Leadership Team will review data as presented to all stakeholder groups throughout the entire process. Input is sought through the use of online surveys, face to face meetings, and weekly communications. The SIP will be monitored throughout the year in a variety of different ways. These include collaborative planning, classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based on most relevant data and specific areas of need.

Leadership Team Member #3

Employee's Name
Sierra Dollar

ssdollar@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

The School Leadership Team will review data as presented to all stakeholder groups throughout the entire process. Input is sought through the use of online surveys, face to face meetings, and weekly communications. The SIP will be monitored throughout the year in a variety of different ways. These include collaborative planning, classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based on most relevant data and specific areas of need.

Leadership Team Member #4

Employee's Name
Tricia Dowdell

trdowdel@volusia.k12.fl.us

Position Title
MTSS Chair

Job Duties and Responsibilities

The School Leadership Team will review data as presented to all stakeholder groups throughout the entire process. Input is sought through the use of online surveys, face to face meetings, and weekly communications. The SIP will be monitored throughout the year in a variety of different ways. These include collaborative planning, classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based on most relevant data and specific areas of need.

Leadership Team Member #5

Employee's Name
Martha Halcomb

mshalcom@volusia.k12.fl.us

Position Title
Media Specialist

Job Duties and Responsibilities

The School Leadership Team will review data as presented to all stakeholder groups throughout the entire process. Input is sought through the use of online surveys, face to face meetings, and weekly communications. The SIP will be monitored throughout the year in a variety of different ways. These include collaborative planning, classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based on most relevant data and specific areas of need.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Data is presented to all stakeholder groups throughout the entire process. Input is sought through the

use of online surveys, face to face meetings, and weekly communications. Our School Advisory Council includes: teachers, staff, parents, administration, and business/community partners.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored throughout the year in a variety of different ways. These include classroom walk throughs, PLC discussions, and data chats. Revisions will be made quarterly based most relevant data and specific areas of need.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**95.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: B** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	57	87	79	113	100	91				527
Absent 10% or more school days	11	23	11	15	12	23				95
One or more suspensions		4	11	13	12	5				45
Course failure in English Language Arts (ELA)						7				7
Course failure in Math						2				2
Level 1 on statewide ELA assessment	1	16	19	31	12	18				97
Level 1 on statewide Math assessment	1	14	9	37	11	19				91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		8	3	15	2	5				33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	11	11	5	14				51

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		8						9
Students retained two or more times						1				1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	58	80	108	112	88	81				527
Absent 10% or more school days	8	26	22	28	17	19				120
One or more suspensions	1	8	13	14	7	8				51
Course failure in English Language Arts (ELA)				2	2	1				5
Course failure in Math				1	1	1				3
Level 1 on statewide ELA assessment				4	13	10				27
Level 1 on statewide Math assessment				5	8	3				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	7	19	3	2				33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	6	14	7	5				36

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				5						5
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	60	62	63	56	59	54	55	57
Grade 3 ELA Achievement	64	61	61	67	58	59	59	56	58
ELA Learning Gains	60	63	63	64	57	60	52	57	60
ELA Lowest 25th Percentile	59	61	58	63	53	56	38	50	57
Math Achievement*	64	64	66	65	61	64	62	57	62
Math Learning Gains	63	65	64	62	62	63	65	59	62
Math Lowest 25th Percentile	43	54	50	55	50	51	59	46	52
Science Achievement	83	65	62	62	63	58	57	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	63		60	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	498
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
62%	63%	56%	56%	53%	42%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
Hispanic Students	60%	No		
Multiracial Students	57%	No		
White Students	62%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	64%	60%	59%	64%	63%	43%	83%					
Students With Disabilities	28%	24%	54%	63%	31%	43%	38%	79%					
Hispanic Students	60%												
Multiracial Students	62%	69%	46%		69%	38%							
White Students	63%	65%	61%	58%	65%	63%	35%	84%					
Economically Disadvantaged Students	58%	62%	60%	66%	59%	59%	48%	81%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%	67%	64%	63%	65%	62%	55%	62%					
Students With Disabilities	30%	40%	58%	57%	30%	46%	44%	21%					
Hispanic Students	62%				69%								
Multiracial Students	67%		90%		57%	50%							
White Students	62%	64%	62%	63%	67%	65%	58%	62%					
Economically Disadvantaged Students	58%	61%	65%	67%	60%	60%	48%	65%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	59%	52%	38%	62%	65%	59%	57%					
Students With Disabilities	25%	23%	33%	32%	27%	60%	63%	25%					
Hispanic Students	53%		55%		60%	82%							
Multiracial Students	40%		42%		73%	50%							
White Students	56%	60%	52%	39%	62%	66%	59%	58%					
Economically Disadvantaged Students	50%	53%	48%	39%	58%	61%	55%	52%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	61%	2%	60%	3%
ELA	4	59%	58%	1%	60%	-1%
ELA	5	60%	60%	0%	61%	-1%
Math	3	54%	63%	-9%	66%	-12%
Math	4	64%	66%	-2%	65%	-1%
Math	5	72%	62%	10%	62%	10%
Science	5	80%	64%	16%	60%	20%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Science improved from 62 to 83.

- Discovery Science PD
- Science Specific Data Day
- Teachers looped from 4th to 5th

Lowest Performance

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

Math lowest quartile dropped from 55 to 43. Math small group was inconsistent and not monitored with fidelity.

Greatest Decline

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

Math lowest quartile declined by 12 pecentage points. Math intervention time was not structured enough to meet the needs of all students.

Greatest Gap

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

Math lowest quartile learning gains showed a 7% gap between the school and the state. (School 43, State 50) Math LQLG is the schools lowest performig area and is signigficantly lower that all other reporting categories. One contributing factor is all teachers in 4th and 5th grade math were first year to position. Another contributing factor is ineffective intervention in math for students in the lowest 25%.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our area of concern is the number of students with one or more suspensions.

Highest Priorities

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

- Academic achievement in all areas
- Increase in positive behaviors on campus through PBIS implementation

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At IRES, teachers will engage students by implementing high-quality instructional practices that foster collaboration, discussion, and active participation, with the intention of increasing learning and improving student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students will show an increase in state data that will reflect a minimum proficency rate of...

- Increase overall math profiecency from 64 to 67 and LQ from 42 to 50
- Increase overall ELA proficency from 62 to 65 and LQ from 59 to 62
- Increase science proficency from 83 to 85
- Inrease ELA proficiency in grade 3 by 15% from 47% to 62%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During weekly PLC's/ collaborative planning grade level teams with the support of the coach and administration will analyze formative, summative, district and state assessment to ensure that all students are mastering grade level benchmarks. School leadership team will conduct classroom walkthroughs weekly to monitor student engagement and fidelty of small group instruction.

Person responsible for monitoring outcome

Jennifer Holmgreen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Book Study- visible Learning, John Hattie. Teachers will actively experience evidence based strategies for increasing student engagement. Teachers will understand the research behind why they work and leave with practical activities they can immediately implement in their classrooms.

Rationale:
Active participation in John Hattie's Visible Learning framework empowers teachers to make informed instructional decisions that have the greatest impact on student achievement and engagement. Teaching students to drive their own learning has an effect size of .96, which is equivalent to more than one year of growth per John Hattie's research.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Learning- Teaching students to drive their learning.

Person Monitoring:	**By When/Frequency:**
Jennifer Holmgreen	October 14/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional learning for student engagement on October 14. Administration and SLT will monitor implementation by conducting classroom walkthroughs weekly using a digital walkthrough tool to collect data and submit feedback back to teacher. Follow up discussions will take place weekly at grade level PLC meetings. Follow up professional learning will be held to include- scaffolding, visible learning, teacher feedback to students.

Action Step #2
Tracking/Monitoring student progress

Person Monitoring:	**By When/Frequency:**
Jennifer Holmgreen	Weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 2:
Monitor ELA assessment data during weekly PLCs and Monthly School Leadership Team Meetings. Academic Coach, 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.
Evidence-based practices/programs being implemented are ELA Benchmark Advanced Curriculum aligned to the benchmarks, SIPPS in K-2 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

Action Step #3
Coaching Support for primary teachers in the content area of ELA

Person Monitoring:
Sierra Dollar

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Select teachers will participate in ongoing tier 1 and tier 2 level coaching support in ELA with the academic coach. This support will include observations, feedback, modeling, lesson planning, assessment review, and as appropriate mini professional learning sessions.

Action Step #4
RAISE-Due to the 2025-2026 2nd grade cohort showing a deficit in reading (less than 50% of students proficient on the grade 2 PM 3) there will be a strong ELA focus for students in grade 3. The goal is to increase student achievement on the state assessment from 47% proficient to 62% proficient.

Person Monitoring:
Jennifer Holmgreen

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor tier 3 students and ensure they are receiving comprehension based interventions to ensure proficiency on the PM 3 ELA assessment in May. Admin and Academic Coach will conduct classroom walkthroughs during the intervention block to monitor fidelity of instruction. Student performance data will be analyzed at PLC and SLT meetings and shifts will be made as needed for students not making progress. Tutoring opportunities will be created to supplement instruction for student not mastering benchmarks.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase proficiency for students in the lowest quartile for Math

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in the lowest quartile in grades 4 and 5 will increase proficeincy on Math by 7% points from 43% to 50% by May 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students identified in the lowest quartile for Math will be monitored weekly by the intervention teacher, classroom teacher, other small group providers, and administration.

Person responsible for monitoring outcome

Jennifer Holmgreen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Measuring Up Math is a targeted, data-driven intervention for students performing in the lowest quartile. Measuring Up is designed for standards-based intervention, differentiated instruction, scaffolding, and progress monitoring

Rationale:

Students in the lowest quartile in mathematics will receive targeted, standards-aligned intervention through Measuring Up Math. Through explicit instruction, scaffolded practice, frequent checks for understanding, and ongoing progress monitoring, the percentage of lowest-quartile students demonstrating proficiency on targeted B.E.S.T. Standards will increase by the end of the instructional year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Students will participate in 30–45 minutes of targeted math intervention at least 3 times per week in small groups based on identified areas of need. Instruction will include explicit modeling, guided practice, use of visual representations/manipulatives when appropriate, student mathematical discourse, independent practice, and immediate feedback. Teachers will use Measuring Up assessment data to regroup students and adjust instruction based on demonstrated needs.

Person Monitoring:

Jennifer Holmgreen

By When/Frequency:

Weekly/SLT meetings for Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Track and monitor student performance on weekly chapter tests, verification of learning tasks,

observation data from intervention teacher.

Action Step #2
Coaching and support in small group math instruction

Person Monitoring:
Academic Coach- Sierra Dollar

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaching cycles will include small group math support. Math resource teacher will model small group lessons for identified teachers. professional learning in differentiation in math will be offered to identified teachers.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Indian River there has been an increase of referrals and out of school suspensions over the last two years. Additionally, in 25-26 SWD received 166 referrals, 257 of the total referrals were made up by male students.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Indian River's goal is to decrease overall referrals by 25% (298 to 223) and reduce SWD referrals by 50% (166 to 83).

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Displine data will be monitored and analyzed weekly.
SLT, behavior teacher, and admin will meet monthly to review behavior plans, MTSS data, and instructional supports provided to teachers.

Person responsible for monitoring outcome
Sarah Callahan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
PBIS- Positive Behavioral Interventions and Supports is a multi-tiered, evidence-based framework that promotes positive behavior, improve school climate, and increases student academic success. PBIS focuses on clearly teaching, modeling, and reinforcing school-wide behavioral expectations while using data to identify student need and guide interventions.

Rationale:
Through consistent expectations, positive reinforcement, and targeted supports for students requiring additional assistance, PBIS reduces discipline incidents, increases student engagement, and creates a safe, supportive learning environment where all students can succeed.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PBIS all students, every day

Person Monitoring:
Sarah Callahan

By When/Frequency:
August 10/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and Staff will implement PBIS the first week of school. Students will participate in a back to school PBIS assembly during the first 2 weeks of school. Administration and SLT will support teachers with implementation. Classroom walkthroughs will be conducted weekly to monitor implementation. Behavior data will be analyzed monthly and feedback and support will be provided to teachers based on the data.

Action Step #2
Professional Learning in Autism Spectrum Disorder/engagement

Person Monitoring:
Sarah Callahan

By When/Frequency:
August 26th and September 21- follow up as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instructional staff and school administrators will participate in autism-specific professional learning. Topic of focus will be Inclusionary classroom practices and behavioral supports. Part 2 will be Academic instruction and communication methods.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://indianriver.vcsedu.org/

The School Improvement Plan will be disseminated the following ways:
SAC Meetings
Faculty Meetings
School Website- https://indianriver.vcsedu.org
Marquee (announcing to view in front office)
Link on social media platforms
PTA Meetings
Annual Title Meeting

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

https://indianriver.vcsedu.org/
Monthly family nights
Advertisements for all family engagement opportunities on school social media page

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Collaborative Planning
PBIS Incentives
Weekly PLC
Before and after school tutoring
Parent-to-kid workshops
Family nights
Book clubs (Battle of the Books)
Lunch and Listen- Literacy initiative
Area of Focus 1- Instructional Practice: Benchmark aligned instruction

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The following programs are addressed in coordination with Federal,
State, and local services. Violence prevention is addressed in the discipline matrix, Student Code of Conduct, and Anti Bullying policies and programs. Nutrition programs and Health Education is an integral part of our school by following Physical Education curriculum and federal initiatives of the VCS Food & Nutrition Department. Parents and students in need of housing and food assistance are referred to the school Social Worker and Guidance Counselor.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Indian River implements daily life skills and wellness practices with the support from the school counselor. Teachers refer students to the school counselor. Students are also able to refer themselves if they need support from the school counselor. The counselor and the social worker refer students and families to outside agencies for support. The school counselor also sees students in small group based on needs (death, divorce, friendship, anger, etc.).

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Indian River implements campus wide PBIS (Positive Behavior Intervention System). Our Manatee Guidelines are discussed with students and staff and are reviewed throughout the year. An expectations assembly is held for all students during the first two weeks of school. The Student Code of Conduct is reviewed at the beginning of the school year and is signed by the student and legal guardian. VCS behavior and discipline policies and procedures are followed by staff and students.
Guidelines:
Be Positive
Be Responsible

Be Respectful
Be Kind
Be IRES the BEST!

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Indian River teachers and administration participate in school-based and district professional development in curriculum and instruction, MTSS, ESE strategies and compliance documents, ELL strategies, and effective behavior management strategies (PBIS).

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Indian River hosts a Kindergarten social in the spring in an effort to assist preschool children in the transition from early childhood education programs to Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00