Turie T. Small Elementary School

2020-21 Schoolwide Improvement Plan

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Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

http://myvolusiaschools.org/school/turietsmall/pages/default.aspx

Demographics

Principal: Joy Boyd Walker

Start Date for this Principal: 7/30/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: C (44%) 2016-17: B (56%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

> * 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/turietsmall/pages/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

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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.

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Johnson, Melani	Principal	As the school's primary instructional leader, the principal communicates a vision for student achievement and guides the team's work. The principal works closely with the school's leadership team to determine the needs of Turie T. Small Elementary. The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Webb-Moore , Cherise	School Counselor	Guidance Counselor Social Emotional Learning Leader Re-Entry Facilitator Attendance Intervention Facilitator Section 504 Contact ESOL Contact Behavioral Intervention Facilitator Threat Assessment Contact Outside Counseling Liaison
Milton, Yoder	Instructional Coach	Coaching teachers on best practices Model lessons/Observe lessons and provide feedback Co-teach a lesson Teach Intervention (grade level specific) Data Analysis Tutoring Facilitator Schoolwide Professional Development Coordinator Assist with curriculum design Lead a book study/action research
Coates, Jennifer	Teacher, K-12	Intervention Teacher PTA Teacher Liaison
Plowden, Tanece	Teacher, ESE	ESE Resource Teacher PST Chair
Smith, Monica	Assistant Principal	Discipline Safety and Security Facilities Transportation Lunch duty Meet the Teacher

Name	Title	Job Duties and Responsibilities
		Open House Custodians Wellness Cheerleader Textbook Inventory Schedules/Schedule changes: Lunch, Supervision Rotation, Logistics, etc. ESE Administrator ESOL Administrator Paraprofessionals PST New Bulldogs Mentoring and Monthly Meetings Professional Development Contact Interns contact Awards ceremonies quarterly
Stevens, Kimberly	Administrative Support	Discipline Safety and Security SAC Co-Chair Testing Coordinator PBIC Contact School Improvement Plan and Process Assist with State Testing Meet the Teacher Open House Webmaster PBIS Staff/Student Recognition Attend PLC Meetings Supervision of campus and evening duties (rotation schedule) Mentor New Teachers (as assigned by principal)
Joseph, Jennifer	Teacher, K-12	5th grade teacher representative
Worster, Lorraine	Teacher, K-12	4th grade teacher representative
Gibbs, Christoper	Teacher, K-12	Third grade teacher representative
Fath, Renee	Teacher, K-12	2nd Grade teacher representative
Powell, Chiko	Teacher, K-12	1st grade teacher representative
Metakes, Nicole	Teacher, K-12	Kindergarten teacher representative
Williams-Spar, Vernell	Teacher, K-12	Special Area represensive

Name	Title	Job Duties and Responsibilities
Eichinger, Lauren	Instructional Technology	3rd Grade Teacher DLTL for the school

Demographic Information

Principal start date

Thursday 7/30/2020, Joy Boyd Walker

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

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

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: C (44%) 2016-17: B (56%)

	2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	64	85	80	60	59	0	0	0	0	0	0	0	395
Attendance below 90 percent	27	22	41	21	15	23	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	10	1	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	5	6	1	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	17	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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	6	8	14	0	0	0	0	0	0	0	28

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	88	79	83	67	67	0	0	0	0	0	0	0	459
Attendance below 90 percent	16	20	14	17	11	4	0	0	0	0	0	0	0	82
One or more suspensions	2	3	0	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	4	10	10	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	9	20	18	0	0	0	0	0	0	0	47

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	2	2	0	5	10	10	0	0	0	0	0	0	0	29

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	6	1	1	10	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	88	79	83	67	67	0	0	0	0	0	0	0	459
Attendance below 90 percent	16	20	14	17	11	4	0	0	0	0	0	0	0	82
One or more suspensions	2	3	0	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	4	10	10	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	9	20	18	0	0	0	0	0	0	0	47

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	2	2	0	5	10	10	0	0	0	0	0	0	0	29

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	6	1	1	10	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	56%	57%	38%	55%	55%
ELA Learning Gains	60%	56%	58%	57%	53%	57%
ELA Lowest 25th Percentile	55%	46%	53%	57%	44%	52%
Math Achievement	56%	59%	63%	54%	62%	61%
Math Learning Gains	65%	56%	62%	67%	58%	61%
Math Lowest 25th Percentile	56%	43%	51%	74%	47%	51%
Science Achievement	36%	57%	53%	43%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	58%	-15%	58%	-15%
	2018	39%	56%	-17%	57%	-18%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	52%	54%	-2%	58%	-6%
	2018	32%	54%	-22%	56%	-24%
Same Grade Comparison		20%				
Cohort Comparison		13%				
05	2019	31%	54%	-23%	56%	-25%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		-6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	60%	-1%	62%	-3%
	2018	39%	58%	-19%	62%	-23%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	67%	59%	8%	64%	3%
	2018	44%	60%	-16%	62%	-18%
Same Grade Comparison		23%				
Cohort Comparison		28%				
05	2019	35%	54%	-19%	60%	-25%
	2018	38%	57%	-19%	61%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	56%	-23%	53%	-20%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

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	18	32	31	25	57	50	16				
BLK	41	59	55	55	66	57	33				
HSP	29	50		46	45						
MUL	50			58							
WHT	69	63		65	75						
FRL	45	61	55	57	65	56	37				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	29	25	15	23	24	17				
BLK	40	48	29	43	38	29	55				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	31	27		50	55						
MUL	69			38							
WHT	40			53							
FRL	41	47	39	44	39	38	59				
2017 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 2015-16	C & C Accel 2015-16
SWD	3	33	47	21	52	80					
BLK	33	57	57	49	64	73	36				
HSP	54			69							
MUL	70			80							
WHT	44	36		69							
FRL	37	55	56	53	66	74	44				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
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	372
Total Components for the Federal Index	7
Percent Tested	99%

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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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	54
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	68
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Achievement in African American (41%) and SWDs (18%) subgroups:
- Tier 1 instructional challenges
- PST process/progress monitoring
- Small group instruction inconsistencies

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

Science Achievement: -23% decrease
- Limited hands on and exploratory science learning activities
- Knowledge that science is a K-5 learning experience

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.

2018-2019 State avg. in science (53%) - School avg. (36%). 2017-2018 State avg. in science (55%)- School avg. (59%). There was a drastic decrease in 1 year's time. Factors that contributed to this gap?
- science instructional data did not match how the students performed.

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

- 18% increase in math achievement of lowest quartile
- 16% increase in ELA learning Gaines for Lowest Quartile
- 13% increase in ELA Learning Gaines

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Absenteeism and discipline (specifically suspension rate)

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

1. Discipline/Attendance
2. Science Achievement (Including SWD)
3. ELA Achievement (including SWDs)
4. Math Achievement (including SWDs)
5. School-wide Expectations

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As a result of our needs assessment and analysis, it revealed that our ELA achievement was 44%. Although this score is slightly above the 41% target of the school report card, the SLT decided to focus on ELA core instruction in order to improve learning gains and overall proficiency for all subgroups. further analysis revealed that many of the students represented on our overall school ELA achievement were also in our targeted ESSA subgroups: SWDs (18%) and Black/African American (41%) that performed on or below the 41% target.
Measurable Outcome:	To increase ELA Achievement on the FSA by 10%; from 44% to 54%.
Person responsible for monitoring outcome:	Melani Johnson (myjohns1@volusia.k12.fl.us)
Evidence-based Strategy:	Distributed Practice (Daily follow the schedule, follow the map)
Rationale for Evidence-based Strategy:	Repetition is more effective when it's spaced. Studying one piece of information at different times will benefit learning much more than studying all at one time, for longer. When you increase the amount of practice, you get a priming effect for later learning events. This base knowledge makes learning easier in the following sessions. Traditional classroom learning (otherwise known as massed learning) usually only allows students to store information in short-term memory. But when learning sessions are spaced and repeated, long-term memory is activated and learning can last longer. Students can then retrieve the information from their memories in the future.

Action Steps to Implement

Review ESSA subgroup Data and rationale for working collaboratively with IEP team to improve teachers' instructional practice and student outcomes.

Person Responsible	Melani Johnson (myjohns1@volusia.k12.fl.us)

Facilitate professional learning on IEP/504 accommodations and interventions during PLC. (Administration, ESE Support Facilitation Teachers)

Person Responsible	Tanece Plowden (tlplowd1@volusia.k12.fl.us)

Review with teachers the A,B,C small group instruction format to ensure all students are receiving intervention/enrichment and core instruction. (Intervention teachers, ESE Resources teachers, and core classroom teachers)

Person Responsible	Yoder Milton (yamilton@volusia.k12.fl.us)

Administer district assessments (e.g. iReady, mid-Year ELA, End of Year ELA. VLTs, VMTs); following district testing calendar. Conduct PLCs monthly for data chats focused on reviewing student groupings and planning for interventions. (Principal Johnson and Academic Coach Yoder Milton)

Person Responsible	Yoder Milton (yamilton@volusia.k12.fl.us)

Weekly PLC discussions that include incorporating core/grade level curriculum into ESE classroom to close the achievement gap between gen. ed. and ESE student data (SLT Members)

Person Responsible
Tanece Plowden (tlplowd1@volusia.k12.fl.us)

Train teachers in Planning and Pacing protocol to establish lessons that will increase the amount of practice of curriculum standards; including also consistent intervention/enrichment time and activities. (SLT)

Person Responsible
Melani Johnson (myjohns1@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	In the 2017/18 school year, our state-wide assessment score for science was a 59%, which would equal a "B". for the 2018/19 school year, our science scored dropped to a 36%; a 23% decrease "D" rating. Further analysis revealed that many of the students represented in our Science Achievement were also in our targeted ESSA subgroups: SWDs (16%) and Black/African Americans (33%) that performed below the 41% target.
Measurable Outcome:	Increase the FSSA achievement by 26%; from 36% to 62% or above.
Person responsible for monitoring outcome:	Melani Johnson (myjohns1@volusia.k12.fl.us)
Evidence-based Strategy:	Increase Standards Based Instruction in the science classroom K-5.
Rationale for Evidence-based Strategy:	According to John Hattie's research, Comprehensive Intervention combined with direct instruction and strategy instruction with extended, deliberate practice will have an effect size of .77.

Action Steps to Implement

District science office trains teachers on standard planning protocol and how to follow it in each lesson. (Administration and Academic Coach Yoder Milton)

Person Responsible	Yoder Milton (yamilton@volusia.k12.fl.us)

Classroom walk throughs to monitor the use of the 5E instructional model during science time. (Administration and District Support)

Person Responsible	Melani Johnson (myjohns1@volusia.k12.fl.us)

Use data to drive science instruction. Have district support team train teachers on data analysis during PLCs to monitor science progress monthly. (Administration and district support)

Person Responsible	Yoder Milton (yamilton@volusia.k12.fl.us)

Devote one PLC per month to science planning to allow teachers to share lesson ideas and collaborative structures (SLT members)

Person Responsible	Monica Smith (mssmith3@volusia.k12.fl.us)

Design embedded fair-game remediation plan for 5th grade students. (5th grade team and support teachers)

Person Responsible	Monica Smith (mssmith3@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	In the 2019-2020 school year, our discipline data reflected 497 referrals of which 181 were Out of School suspensions. In addition, the schoolwide average attendance rate was 91.08%, with 31.12% being chronic absences.
Measurable Outcome:	To decrease our schoolwide discipline referrals and increase our attendance rate by 10%.
Person responsible for monitoring outcome:	Monica Smith (mssmith3@volusia.k12.fl.us)
Evidence-based Strategy:	Turie T. Small Elementary will implement PBIS to improve the school climate.
Rationale for Evidence-based Strategy:	School climate reflects how members of the school community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate reflects attention to fostering social and physical safety, providing support that enables students and staff to realize high behavioral and academic standards as well as encouraging high attendance and maintaining respectful, trusting, and caring relationships throughout the school community.

Action Steps to Implement

Introduce and review school-wide PBIS strategies and behavioral expectations along with schoolwide discipline and attendance data. (Principal Johnson and Assistant Principal, Monica Smith)

Person Responsible	Melani Johnson (myjohns1@volusia.k12.fl.us)

Implement school-wide PBIS common language and procedures within each classroom. (Classroom Teachers)

Person Responsible	Kimberly Stevens (kbsteven@volusia.k12.fl.us)

Implement professional learning on Sanford Harmony and effective SEL strategies for use within the classroom setting. (School Counselor Cherise Webb-Moore)

Person Responsible	Cherise Webb-Moore (cawebbmo@volusia.k12.fl.us)

Conduct monthly PBIS committee meetings to review discipline and attendance data with emphasis on school-wide strategies. (PBIS Team)

Person Responsible	Kimberly Stevens (kbsteven@volusia.k12.fl.us)

Share quarterly discipline and attendance data at faculty meetings. (Principal Johnson)

Person Responsible	Melani Johnson (myjohns1@volusia.k12.fl.us)

Conduct one to two student voice surveys to monitor feelings of anger, fear, and loneliness. (School counselor Cherise Webb-Moore)

Person Responsible	Cherise Webb-Moore (cawebbmo@volusia.k12.fl.us)

Report PBIS, SEL, and student-generated topics on school news program weekly that encourage student implementation of said strategies. Also broadcast celebrations of implementation quarterly. (Media Specialist Brenda Breter)

Person Responsible	Melani Johnson (myjohns1@volusia.k12.fl.us)

Implement professional learning on working with students with Behavioral Improvement Plans and related strategies. (ESE Support Facilitators, Behavior Specialist, School Psychologist)

Person Responsible	Monica Smith (mssmith3@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance: We will incorporate attendance expectations and incentives into our PBIS program. Parent Liaison and School Counselor will assist with reaching out to parents of students with low attendance to problem-solve with families and ultimately increase attendance compliance. We will incentivize our parents as well; incorporate celebrations weekly/quarterly to boost parental involvement in their child's attendance.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Positive Behavioral Interventions and Support (PBIS) @ Turie T. Small Elementary:
Our school is participating in an important district initiative. It is called Positive Behavioral Interventions and Support (PBIS). Turie T. Small will kick this initiative off this school year. We will grow through increased parent awareness and participation.
PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to

design, implement, and evaluate effective school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

A component of the PBIS system is the use of consistent positive rewards to celebrate students' success. Students who exhibit positive behaviors will be recognized by teachers and administrators.

Our goal is to teach children alternate behaviors to ensure a school environment that is safe, fun, free from distraction, and helps all children reach their maximum learning potential. We are looking forward to a fantastic school year!

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00