Debary Elementary School

2020-21 Schoolwide Improvement Plan

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Debary Elementary School

88 W HIGHBANKS RD, Debary, FL 32713

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

Demographics

Principal: Stacy Gotlib J

Start Date for this Principal: 7/28/2011

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (67%) 2016-17: A (66%) 2015-16: A (63%)
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	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/debary/pages/default.aspx

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2019-20 Title I School

No

2019-20 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

46%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

25%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school community will provide a solid foundation for academic and social growth, promoting life-long learners and positive contributors to society.

Provide the school's vision statement.

By working together as a team of parents, faculty, staff, community members, and students, we will ensure the continued success of our children.

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
Fedigan, Alisa	Principal	Overseer of all duties at Debary. works with budgeting and human resources for the hiring and firing of teachers.
Miller, Chad	Assistant Principal	Facilities, ESE, ESOL, Discipline, Professional development and Safety and security.
Litwiniec, Sarah	Teacher, K-12	Primary Educator responsible for the education of the younger students.
Nicole, Strocchia	SAC Member	As the SAC chairperson she is responsible for communicating with stakeholders at the monthly SAC meeting.
baylor, jennifer	Teacher, ESE	Support facilitator responsible for managing a majority of the IEP;s at Debary elementay.
Holloway, Danielle	Instructional Coach	Responsible for the planning of PLCs as well as supporting the teachers.
MARCUS, VALERIE	Teacher, K-12	Intermediate teacher preparation of middle school readiness.

Demographic Information

Principal start date
Thursday 7/28/2011, Stacy Gotlib J

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.*
26

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.*
26

Total number of teacher positions allocated to the school
55

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	No
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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	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	146	137	124	129	132	148	0	0	0	0	0	0	0	816
Attendance below 90 percent	13	5	6	5	0	11	0	0	0	0	0	0	0	40
One or more suspensions	5	5	1	2	7	3	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	3	5	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	3	22	29	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	2	47	26	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	5	0	3	2	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/5/2020

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	143	126	126	134	132	140	0	0	0	0	0	0	0	801
Attendance below 90 percent	15	8	8	7	7	12	0	0	0	0	0	0	0	57
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	7	11	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	1	22	29	0	0	0	0	0	0	0	52

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	1	1	0	1	5	6	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	5	9	4	8	10	11	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	143	126	126	134	132	140	0	0	0	0	0	0	0	801
Attendance below 90 percent	15	8	8	7	7	12	0	0	0	0	0	0	0	57
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	7	11	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	1	22	29	0	0	0	0	0	0	0	52

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	1	1	0	1	5	6	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	5	9	4	8	10	11	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	66%	56%	57%	65%	55%	55%
ELA Learning Gains	66%	56%	58%	62%	53%	57%
ELA Lowest 25th Percentile	62%	46%	53%	54%	44%	52%
Math Achievement	72%	59%	63%	75%	62%	61%
Math Learning Gains	70%	56%	62%	72%	58%	61%
Math Lowest 25th Percentile	56%	43%	51%	57%	47%	51%
Science Achievement	80%	57%	53%	78%	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	66%	58%	8%	58%	8%
	2018	59%	56%	3%	57%	2%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	61%	54%	7%	58%	3%
	2018	63%	54%	9%	56%	7%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
05	2019	67%	54%	13%	56%	11%
	2018	65%	51%	14%	55%	10%
Same Grade Comparison		2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	60%	4%	62%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	73%	58%	15%	62%	11%
Same Grade Comparison	-9%					
Cohort Comparison						
04	2019	66%	59%	7%	64%	2%
	2018	74%	60%	14%	62%	12%
Same Grade Comparison	-8%					
Cohort Comparison	-7%					
05	2019	84%	54%	30%	60%	24%
	2018	78%	57%	21%	61%	17%
Same Grade Comparison	6%					
Cohort Comparison	10%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	79%	56%	23%	53%	26%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison	8%					
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	24	39	41	36	47	39	41				
ELL	64			73							
BLK	50	77		72	77						
HSP	60	64		70	76		60				
MUL	59	80		59	70						
WHT	67	65	60	73	69	50	83				
FRL	58	65	68	63	63	62	77				
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	22	40	41	44	70	65	25				
ELL	42			67							
BLK	27			45							
HSP	58	74		65	50	40	44				
MUL	64			79							
WHT	64	65	57	78	80	70	76				
FRL	56	63	54	68	72	61	65				

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	27	46	38	42	56	52	47				
ELL	14			50							
BLK	82			73							
HSP	52	50		63	67	64	62				
MUL	75			67							
WHT	66	61	52	77	72	51	80				
FRL	55	54	53	62	65	54	66				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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	67
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	472
Total Components for the Federal Index	7
Percent Tested	100%

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	69
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	69
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	66
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	67
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	67
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	65
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.

Our lowest performance indicator was 4th grade ELA at a 61% proficiency rate which was a decline of the previous year. Unfortunately 4th grade is on a downward trend in both ELA and Math. This grade level has had more teacher turnover than the other grade levels and for the past few years has had a new teacher to volusia county in the grade level.

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

Our lowest quartile math learning gains had a significant decline of 65% to 39% which is one of the contributing factors to our ESSA subgroup. Some of the factors contributing to this is math instructional small groups focused on our students learning gains specifically those students that are in the lowest quartile.

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.

Debary Elementary did outperform the state in all categories so there is no gap at this time between our school and the state in the negative. State did get close to outperforming our elementary school in the lowest quartile gains so that is an area we will continue to monitor.

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

Our science performance showed the largest growth of eight percent. The actions we took in this area was to hold and after school science specific tutoring program. We also had a stem club in order to increase the success of our science program.

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

The two potential areas of concern one is the trend for FSA level one in ELA it is an increase each year climbing from 3 to 22 to 29. An increase of ELA failures in each year may be a concern as a downward trend could continue which would impact future school grades. The other concern is the misalignment of course failure and FSA level ones. Very few Course failures but many different FSA level 1s. This could be a concern for Parents and middle schools feeling that the grades are not an accurate depiction of the student overall.

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

1. Essa Subgroup students with disabilities
2. Learning gains in Mathematics and Language arts
3. Overall increase in proficiency
4. School culture
5. Decrease of discipline referrals and bullying investigations.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Due to increase of changes, an increase of handle with cares and loss of social interactions due to covid. Staff students and families need a positive culture.
Measurable Outcome:	When shifting the culture to a more positive dynamic it will Decrease of discipline referrals by 25%. Another outcome would be a decrease in bullying investigation by 25%.
Person responsible for monitoring outcome:	Chad Miller (camiller@volusia.k12.fl.us)
Evidence-based Strategy:	Classroom environment impact size is .56 according to John Hattie and can have a major impact on the students learning. When making strides to make a cultural change we believe that it will make the classroom environment safer and more learning focused.
Rationale for Evidence-based Strategy:	By selecting the specific strategy of using a "Leader in Me" program it will have a positive impact. The leader in me program focuses on seven habits of highly effective people. These seven habits will be rolled out throughout the school year and has a history of success at other schools. This program was started by Stephen Covey and has been successful at various schools across the state of Florida as well as nation-wide. We also believe that the current situation with the pandemic it is a great time to focus on culture and the benefit of all our students and teachers.

Action Steps to Implement

Appreciation days for teachers part of the school culture is the teachers also enjoying what they are doing and wanting to come to work. Teachers will need no training for this. The administrative team will be working together to make this occur. It will be monitored by monthly meeting.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

Positive referrals for students teachers will write positive referrals when they catch students doing good to help students interact positively. The teachers have had prior training and made aware of during pre-planning the process of writing a positive referral. Any time a teacher has questions they can ask for support from administration. It will be monitored and recorded by the assistant principal.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

SEL integration during special area.This is designed for students to regulate their own behaviors and to focus on learning. The special area team has been trained in SEL and the guidance department will facilitate lessons during Special area. It will be monitored by administration working with special area.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

SEL/Leader in Me daily lessons integrate learning about oneself and circle time in order to help students connect with their own emotions and teachers better understand the students. Leader in me book study took place over summer to train students in Leader in me content. Support can be provided by any of the individuals on the school leadership team. It will be monitored by members of the SLT team depending on which of the seven habits.

Person Responsible	VALERIE MARCUS (vmmarcus@volusia.k12.fl.us)

Morning meetings take place to not only educate the students but to find out how they are doing to benefit the students feelings and the school culture. Teachers have been trained in SEL over the past few years and a specific time in the schedule is put on their schedule to work with the students to promote social emotional health. In order to monitor the morning meetings admin will do learning walks to make sure it is taking place.

Person Responsible Chad Miller (camiller@volusia.k12.fl.us)

Internal mentor program creation.This will be designed help the students and teachers connect to students that may have struggled in the past. Training will be provided when the program begins by the chief facilitators when it occurs. Administration will support the implementation of the program. It will be monitored by check in check out sheets.

Person Responsible Chad Miller (camiller@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	The schoolwide learning gains in math decreased from 76% to 70% as well as the learning gains of the lowest quartile in math from 61% to 56%. Due to this decrease, a focus on learning gains in math has been chosen as an area of focus
Measurable Outcome:	Students taking the Florida Standards Assessment will increase learning gains from 70% to 76% in the area of math. Students taking the Florida Standards Assessment will increase from 66% to 71% proficiency in the area of language arts.
Person responsible for monitoring outcome:	Chad Miller (camiller@volusia.k12.fl.us)
Evidence-based Strategy:	DeBary will implement the evidence-based strategy of response to intervention.
Rationale for Evidence-based Strategy:	Response to intervention will provide early, systematic, and appropriately intensive assistance to students who are at risk. RTI seeks to promote academic success through universal screening, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions. According to John Hattie, the effect size for response to intervention is 1.29 in reference to a year's worth of growth at the hinge point of .40.

Action Steps to Implement

Administer iReady math diagnostic assessment in order for the school to have knowledge of where the students are academically we must know each of the students current academic level. So making sure the I-ready assessment takes place for the entire school is important to baseline data for the school.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

Continue monthly with iReady progress monitoring assessments the students that are struggling or the students that the teachers feel may not be making progress. Teachers have had I-ready training's already and they can get a refresher at any time from the academic coach. Support will be provided throughout the year. It will be monitored through PLCS.

Person Responsible	Danielle Holloway (dlhollow@volusia.k12.fl.us)

Plan for research-based targeted math and ELA instruction in small group through PLC's the group will plan on what may impact the overall success of students. Teachers will have received training in the various curriculum models through online self paced canvas course. Support will be provided via appointment with the Academic coach. The information will be monitored with meetings with individual teachers based on data from diagnostic tests.

Person Responsible	Danielle Holloway (dlhollow@volusia.k12.fl.us)

Monitor targeted instruction in math. To create a better understanding of the students successes and failures it is important to monitor the students instruction in math. The teachers have been trained in math curriculum and support will be provided by the academic coaches. Specific learning walks will be

conducted during the math block by administration in order to monitor the aligned instruction.

Person Responsible Alisa Fedigan (amfedig1@volusia.k12.fl.us)

Provide professional development in math (math engagement & three act tasks) this will create a more engaging math environment. The professional development will continue to occur throughout the school year. This teacher will monitor if anyone needs assistance in that specific strategy.

Person Responsible VALERIE MARCUS (vmmarcus@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	According to the ESSA guidelines, Debary Elementary's students with disabiliites were identified as an area of focus because the subgroup scores fell below the minimum score threshold. Students with disabilities was the lowest performing subgroup at Debary.
Measurable Outcome:	Students with Disabilities will increase their achievement and learning gains on FSA for both ELA and Math.Students with disabilities will increase their overall learning gains from 38% to 41%.
Person responsible for monitoring outcome:	Chad Miller (camiller@volusia.k12.fl.us)
Evidence-based Strategy:	Debary will implement the evidence based strategy of response to intervention.
Rationale for Evidence-based Strategy:	Response to intervention will provide early, systematic and appropriately intensive assistance to students who are at risk. RTI seeks to promote academic success through universal screening, early intervention and frequent progress monitoring, and increasingly intensive research-based instruction or interventions. According to John Hattie, the effect size for response to intervention is 1.29 in reference to a year's worth of growth with a hinge point of .40.

Action Steps to Implement

Provide professional development on equity and diversity in education to faculty. Using a county professional provide this professional development that will increase the awareness of students with disabilities and to treat them equal to their non disabled peers. The training occurred during pre-planning and the same individual will come in and assess if the teachers are applying what they learned.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

Progress monitor the implementation of small group instruction in ELA and Math. Using the lesson plans turned in checking to see the enrichment tasks as well as the remediation tasks to see how teachers are challenging our students with disabilities. Teachers have been trained in accommodations and modifications during pre-planning and should be comfortable with working with all students in small group. Support can be offered by any member of the ESE teams.

Person Responsible	Chad Miller (camiller@volusia.k12.fl.us)

Through PLCS evaluate the effectiveness of interventions and plan for future instruction, meeting monthly to discuss the overall performance levels. Teachers have been trained on the Hatties effect sizes and interventions being one of the main strategies. Monitoring will occurring during plcs as well as support.

Person Responsible	Alisa Fedigan (amfedig1@volusia.k12.fl.us)

Administer I-ready assessment to all students with SWDs regardless of their ability level in order to get them used to the testing environment. Teachers have been trained in I-ready and will need all students to participate in the use of diagnostics.

Person Responsible	Danielle Holloway (dlhollow@volusia.k12.fl.us)

Through PLCs, discuss the rigor and alignment of core instruction for SWD. During this time we will also establish the different students and how they can be successful. This strategy will be monitored during the monthly plcs and support will be provided by administration.

Person Responsible   Chad Miller (camiller@volusia.k12.fl.us)

Monitor the application and compliance of IEPs., and accommodations for SWD. The teachers have an optional IEP refresher in addition to the FOCUS training already offered. Any questions can be directed toward Mrs. Baylor.

Person Responsible   jennifer baylor (jfbaylor@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.

The remaining areas of focus will also be addressed through PLC's discussions and monitoring of I-ready data.
We will combat the third strategy mentioned in 2 of increasing our overall amount of proficiency in both ELA and Math FSA. We will meet weekly during plcs in order to discuss the data and focus on the students needs. By having the entire staff aware of the data it will increase the odds of them doing their best to help the students succeed.
The fifth area that we would like to improve is our discipline referrals and the student events that include bullying harassment or handle with cares. By increasing the amount of SEL time both in the class through leader in me and as a part of the special area rotation hopefully the students have a better understanding of feelings and expression. We will also be implementing a mentoring program that will be internal that will help keep students accountable.

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.

In order to create a more positive school culture there will be systematic changes to administrative scheduling. We will be integrating an appreciation day of the month where the teachers will be surprised with some sort of small token of appreciation. We will be using the Debary remind app to increase communication to all stakeholders. The school would also like to create an internal mentoring program to help struggling students gain a more positive outlook on their time at Debary. There will be an increase of

the use of school messenger to establish the more open communication with parents, teachers and students. Morning meetings will be integrated into a teachers schedule to check the students attitude. Debary elementary will also be rolling out a culture shift with the leader in me program and the seven effective habits of any work place. The teachers will conduct a book study and then be implementing some of the best practices in order to form a more unified positive culture with similar language and goals.

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: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00