**Volusia County Schools**

# Debary Elementary School

# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# 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: 8/4/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 68% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (67%)<br><br>2017-18: A (67%)<br><br>2016-17: A (66%) |
| **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** | |

> \* 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.](http://www.floridacims.org)

## Purpose and Outline of the SIP

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

## Table of Contents

# Debary Elementary School

## 88 W HIGHBANKS RD, Debary, FL 32713

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

## School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | No | 43% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 29% |

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | A |

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

**Provide the school's mission statement.**

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 | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Miller, Chad | Assistant Principal | To support the principal in day to day tasks, to oversee ESE, ESOL as well as safety and security. |
| LaCorte, Brittany | Instructional Coach | Focus on the instruction in the 3-5 environment. As well as assist with remediation and enrichment for our students. |
| Nicole, Strocchia | Instructional Coach | Focus on the instruction in k-2 as well as assist with remediation and enrichment of those students. |
| Frazee, Leslie | Principal | Chief communicator and instructional leader. |
| Roberts, Jessica | Teacher, ESE | |
| Ray, Jen | Teacher, Adult | |
| Wilson, Karen | Teacher, K-12 | |

## Demographic Information

**Principal start date**
Wednesday 8/4/2021, 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.*
29

**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.*
22

**Total number of teacher positions allocated to the school**
54

**Total number of students enrolled at the school**
860

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
8

**Demographic Data**

## Early Warning Systems

**2021-22**

**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 | 88 | 127 | 100 | 93 | 110 | 116 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 634 |
| Attendance below 90 percent | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| One or more suspensions | 1 | 5 | 4 | 2 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Course failure in ELA | 0 | 0 | 3 | 4 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in Math | 0 | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Number of students with a substantial reading deficiency | 4 | 7 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

**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 | 2 | 1 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 8/4/2021

**2020-21 - 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 | 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 | |

**2020-21 - 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 | 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 | |

## Part II: Needs Assessment/Analysis

**School Data Review**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 66% | 56% | 57% | 62% | 55% | 56% |
| ELA Learning Gains | | | | 66% | 56% | 58% | 66% | 51% | 55% |
| ELA Lowest 25th Percentile | | | | 62% | 46% | 53% | 56% | 39% | 48% |
| Math Achievement | | | | 72% | 59% | 63% | 76% | 60% | 62% |
| Math Learning Gains | | | | 70% | 56% | 62% | 76% | 54% | 59% |
| Math Lowest 25th Percentile | | | | 56% | 43% | 51% | 61% | 40% | 47% |
| Science Achievement | | | | 80% | 57% | 53% | 72% | 58% | 55% |

**Grade Level Data Review - State Assessments**
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 66% | 58% | 8% | 58% | 8% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 61% | 54% | 7% | 58% | 3% |
| Cohort Comparison | | -66% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 67% | 54% | 13% | 56% | 11% |
| Cohort Comparison | | -61% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 64% | 60% | 4% | 62% | 2% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 66% | 59% | 7% | 64% | 2% |
| Cohort Comparison | | -64% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 84% | 54% | 30% | 60% | 24% |
| Cohort Comparison | | -66% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 79% | 56% | 23% | 53% | 26% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

i-Ready Measure: Percent of students on or above grade level for Fall, Winter and Spring VST Measure: Percent of students proficient (70% or above)VST= Volusia Science Test

| Grade 1 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 131/22.14% | 156/35/9% | 147/53.06% |
| | Economically Disadvantaged | 60/15% | 73/26.03% | 64/48.44% |
| | Students With Disabilities | 17/17.65% | 21/21.81% | 21/28.3% |
| | English Language Learners | 3/33.3% | 4/50% | 3/66.67% |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 131/17.56% | 139/33.81 | 155/54.19% |
| | Economically Disadvantaged | 61/9.84% | 65/29.23% | 68/52.94% |
| | Students With Disabilities | 18/16.67% | 17/29.41% | 23/34.78% |
| | English Language Learners | 3/66.67% | 3/33.33% | 3/37.56% |

| Grade 2 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 124/33.87% | 124/58.87% | 153/66.67% |
| | Economically Disadvantaged | 57/38.60% | 56/53.57% | 71/59.15% |
| | Students With Disabilities | 17/29.41% | 17/47.06% | 22/40.91% |
| | English Language Learners | 6/33.33% | 5/40.00% | 7/42.86% |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 123/18.70% | 122/40.98% | 131/63.36% |
| | Economically Disadvantaged | 57/19.30% | 54/31.48% | 60/50% |
| | Students With Disabilities | 17/17.56% | 17/35.29% | 17/52.94% |
| | English Language Learners | 6/0.00% | 4/25% | 6/16.67% |

| Grade 3 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 104/62.5% | 112/68.75% | 111/84.68% |
| | Economically Disadvantaged | 43/48.84% | 48/56.25% | 46/76.09% |
| | Students With Disabilities | 13/46.15 | 14/35.71% | 64.29% |
| | English Language Learners | 3/0.00% | 3/33.33% | 3/66.67% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 102/20.59% | 108/40.74% | 110/65.45% |
| | Economically Disadvantaged | 41/12.20% | 45/28.89% | 46/50.00% |
| | Students With Disabilities | 13/15.38% | 13/15.38% | 14/35.71% |
| | English Language Learners | 3/0.00% | 3/33.33% | 3/33.33% |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 117/43.59% | 128/44.53% | 125/55.20% |
| | Economically Disadvantaged | 48/31.25% | 55/36.35% | 52/40.83% |
| | Students With Disabilities | 16/6.25% | 16/31.25% | 16/18.75% |
| | English Language Learners | 7/28.57% | 10/30.00% | 10/40.00% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 119/17.65% | 120/43.33% | 123/58.54% |
| | Economically Disadvantaged | 50/18.00% | 50/36.00% | 52/50.00% |
| | Students With Disabilities | 16/6.25% | 16/12.50% | 16/31.25% |
| | English Language Learners | 8/0.00% | 9/33.33% | 9/22.22% |

| Grade 5 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 125/37.80% | 134/47.41% | 136/46.72% |
| | Economically Disadvantaged | 68/22.86% | 72/37.50% | 54.05% |
| | Students With Disabilities | 24/12.50% | 24/29.17% | 26/23.08% |
| | English Language Learners | 4/0.00% | 4/0.00% | 4/25.00% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 126/26.19% | 132/43.94% | 137/64.23% |
| | Economically Disadvantaged | 69/20.29% | 72/37.50% | 74/54.05% |
| | Students With Disabilities | 24/12.50% | 24/29.17% | 26/23.08% |
| | English Language Learners | 4/0.00% | 4/0.00% | 4/25.00% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 565/67% | 496/82% | 233/85% |
| | Economically Disadvantaged | 310/58% | 268/78% | 118/82% |
| | Students With Disabilities | 96/36% | 86/62% | 40/73% |
| | English Language Learners | 18/0% | 15/50% | 6/50% |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 29 | 40 | 40 | 31 | 52 | 53 | 32 | | | | |
| ELL | 47 | | | 43 | | | | | | | |
| ASN | 73 | | | 73 | | | | | | | |
| HSP | 57 | 59 | | 57 | 35 | | 47 | | | | |
| MUL | 57 | | | 50 | | | | | | | |
| WHT | 69 | 55 | 48 | 66 | 71 | 65 | 76 | | | | |
| FRL | 55 | 52 | 45 | 52 | 62 | 53 | 62 | | | | |
| 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 | | | | | | |

| 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 |
| 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 | | | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 61 |
| 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 | 62 |
| Total Points Earned for the Federal Index | 488 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 40 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 51 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|---|---|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **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% | |
| **Asian Students** | |
| Federal Index - Asian Students | 73 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 53 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **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% | |
| **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% | |
| **White Students** | |
| Federal Index - White Students | 64 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
| --- | --- |
| Federal Index - Economically Disadvantaged Students | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

For students with Disabilities in fourth and fifth grade did not have higher than a 32% proficiency rate.
All of our 1st-2nd students with disabilities made growth but still did not meet 45% proficiency.
The entire school increased from fall to Winterin ELA.
4/5 grade levels increased from Winter to Spring in ELA 5th grade dropped by just 1 percent.
All grades increased in proficiency in math from fall to spring!
English language students below 40 % in all area

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The students with disabilities would be the greatest need for improvement we would like to increasing the proficiency in all areas.

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

The general contributing factors of inconsistency due to the pandemic, attendance, learning platforms as well as teachers in general. This year there was use of ese teachers and academic coaches for substituting which took away from small group. There will need to be targeted small group instruction with fidelity. Both meeting times for intervention the ESE student need to be met in order to improve the students progress and chances of proficiency. One of our goals is to operate with more consistency this year and promote a healthy consistent learning environment for ALL students.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

All Grade levels made a steady increase in mathematics.

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

Teachers followed the math curriculum with fidelity. Grade levels met to plan for cross curricular planning. Teachers communicated with the parents. The students were using the I-ready lessons with fidelity and the mini lessons and we tracked the data. The teachers assigned lessons specific to the students.

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

Targeted small group and target intervention. We need to increase enrichment and remediation throughout the whole school. Whole school use of other learning platforms.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development for I-ready for assigning lessons specific to students needs. Assigning additional lessons that are aligned to the learning standard.

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

We will be purchasing additional learning material in addition to I-ready IXL.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Small Group Instruction | |
|---|---|
| **Area of Focus Description and Rationale:** | From the most recent FSA to the past our Language Arts learning gains as well as the lowest quartile learning gains went down. We would like to target small group instruction to be able to increase our performance by ten percent in both lowest quartile learning gains and overall learning gains. |
| **Measurable Outcome:** | The school would like to increase our Learning gains by 10 percent as well as our lowest quartile. This would bring out ELA lowest quartile learning from 47% to 57% and our Math from 55% to 65%. |
| **Monitoring:** | Each teacher can create a reading counts incentive and our media center teacher will create a school wide goal. We will have more student recognition throughout the school year. We would like to assign lesson specifically to students throughout the school year. |
| **Person responsible for monitoring outcome:** | Chad Miller (camiller@volusia.k12.fl.us) |
| **Evidence-based Strategy:** | According to John Hattie the evidence based strategy that supports this area of focus Deep motivation and approach has an impact size of .69% which is more than a year of growth. |
| **Rationale for Evidence-based Strategy:** | Using the John Hattie extensive research we believe that this strategy can have an impact schoolwide. Our resources was John Hattie impact size. |

| Action Steps to Implement | |
|---|---|
| Monitor the use of I-ready assigned lessons. | |
| **Person Responsible** | Brittany LaCorte (belacort@volusia.k12.fl.us) |
| Creating a professional development for implementation of assigning lesson. | |
| **Person Responsible** | Strocchia Nicole (nsstrocc@volusia.k12.fl.us) |
| Kickoff for Reading counts that helps engage students and teachers. | |
| **Person Responsible** | Kelli Donlevy (kmdonlev@volusia.k12.fl.us) |

| #2. ESSA Subgroup specifically relating to Students with Disabilities | |
|---|---|
| Area of Focus Description and Rationale: | The overall proficiency rate of our students with disabilities was less than 50% and has been the an ESSA goal in the past. The lowest quartile and learning gains would both increase if we focus on the students with disabilities due to a majority of the lowest quartile being comprised of our students with disabilities. |
| Measurable Outcome: | We would like to increase our student with disabilties proficiency by 5% from 38% to 43%. This would keep out of the automatic ESSA subgroup. |
| Monitoring: | With the use of I-ready the teachers will monitor the growth throughout the school year. The ESE team will be celebrating the students growth. We will also use data binders to monitor student progress. |
| Person responsible for monitoring outcome: | Chad Miller (camiller@volusia.k12.fl.us) |
| Evidence-based Strategy: | Based on John Hatties research, interventions for students with learning needs with an effect size of .77% We believe this strategy will help us increase the interventions and track data. |
| Rationale for Evidence-based Strategy: | The effect size is almost equivalent to two years growth and our students with disabilities are behind approximately two grade levels. |

## Action Steps to Implement

Celebrate the students that make i-ready growth throughout the school year.

| Person Responsible | Jessica Roberts (jrrobert@volusia.k12.fl.us) |
|---|---|

Monitor the small group instruction taking place via some walkthroughs.

| Person Responsible | Brittany LaCorte (belacort@volusia.k12.fl.us) |
|---|---|

Ask teachers to notify administration of there are any missed groups.

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

Offer professional learning that increases exposure to teaching students with disabilties.

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

| #3. Culture & Environment specifically relating to Social Emotional Learning | |
|---|---|
| **Area of Focus Description and Rationale:** | Due to our panorama survey having some stand out information In order to teach them we have to reach them. There were 44% of our students that feel that they can pull themselves out of a bad mood.<br>Only 30 % of our students felt they do not need to speak about what they have learned in schools.<br>A majority of the students felt there are negative interactions at school. |
| **Measurable Outcome:** | We would like to increase our percentages within the panorama in multiple areas for students to feel safer in the schools less negativity and more communication with what they have learned in school with their parents. We would like to increase their emotional regulation from 44% up to 54% and talking about school with their parents from 37% to 47%. |
| **Monitoring:** | Through the use of the surveys our guidance team will monitor the panorama survey results and make sure we continue to grow throughout the year. |
| **Person responsible for monitoring outcome:** | Chad Miller (camiller@volusia.k12.fl.us) |
| **Evidence-based Strategy:** | John Hatties research states that Feedback has an impact of .70 our guidance department will continue to watch. |
| **Rationale for Evidence-based Strategy:** | We will be using the resource of our panorama to watch our SEL growth. We believe that teachers and students receiving feedback will help our overall climate. |

### Action Steps to Implement

Integrate guidance lessons within special area.

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

SEL time built into master schedule, and increase in our guidance overall in the community.

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

Increase the amount of participation in the panorama survey to 100%.

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

### Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Debary Elementary will closely monitor the suspension ratio and the discipline data quarterly to compare to previous years data. We will run the report for discipline referrals quarterly. We will increase our communication with parents and teachers about discipline data. We will implement lunch detentions in order to decrease the referrals for small infractions. We will use whole group guidance and small group guidance to reduce the overall amount of threats.**

## 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.**

The school involves the different stakeholder groups to help build a positive school culture. We are currently using leader in me language during school news and most of the classrooms have the seven habits posted in the classroom.

Stakeholder groups:

Students: The students will contribute to the positive culture and environment by striving for excellence and contributing to the classroom environment. The students will show an eagerness to learn and a love for school which will in turn help our school culture. A few ways that students will help and we will help our students are :

SEL initiative/ 7 Habits

Positive Behavior Incentives/lunch, dojo, etc

Positive Referrals

Teachers: The teachers are tasked with helping our school culture by being engaging and fun for our students. The teachers will also be able to encourage each others success. These are a few strategies that our teachers can do to help our culture, helping other teachers as well as students:

Shout Outs
Sunshine treats/ awards

Teacher Appreciation Week

Increase teacher input and decision making


Volunteers: Our volunteers are able to contribute to after school events and help in areas of need which will then increase our positive school climate. There are two main areas where we try to celebrate our volunteers which will help the rest of the school:

Appreciation lunch

PTO activities


Families: One of our most important factors is the families of Debary Elementary, these parents play a huge role in the success of our school. They are able to use word of mouth to spread positivity within the community. The parents also will work collaboratively with the school to ensure the success of all students which will help the school climate. A few areas that we include the parents on are:

Weekly school messenger

Virtual meet the teacher

Parking lot reverse parade

PTO Involvement activities

Holiday assistance for families


Community Colleges and Universities: These stakeholders will ensure that we are successful within our school at helping future teachers. This partnership will help ensure the future success of our school if the interns continue to be successful. We work collaboratively with our colleges and readily accept interns and volunteers for training and hours.


Business Partners: Our business partners help ensure our teachers stay motivated and give donations to our students and staff to ensure they are motivated. They also use various social services and outside agencies and companies to support social needs of our students.

Vision hearing and dentist screenings


School Board: Included in weekly school messenger, our school board member is very active in the community and helps find the leadership roles and ensure success within our school.

Frequently reach out and invite to events

Stakeholders
Leslie Frazee principal Chad Miller assistant principal

All teachers, faculty, staff, volunteers, and community stakeholders

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

Stakeholder groups:

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All teachers, faculty, staff, volunteers, and community stakeholders
Stakeholders
Leslie Frazee principal Chad Miller assistant principal

All teachers, faculty, staff, volunteers, and community stakeholders

# Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | $0.00 |
|---|--------|------------------------------------------------------------------|-------|

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