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Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

<http://myvolusiaschools.org/school/discovery/pages/default.aspx>

Demographics

Principal: Jennifer Dietz

Start Date for this Principal: 11/11/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (43%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan 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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Discovery Elementary School

975 ABAGAIL DR, Deltona, FL 32725

<http://myvolusiaschools.org/school/discovery/pages/default.aspx>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">55%</p>

School Grades History

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

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.

Everyone, every day, in some way is a winner at Discovery Elementary. We believe all students will learn and develop academically, behaviorally, and socially to achieve success in school.

Provide the school's vision statement.

The quest of Discovery Elementary is to create a cooperative learning atmosphere that stimulates the awakening of each student's potential while encouraging an environment of mutual respect and community pride.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dietz, Jennifer	Principal	Assisting the principal in making decisions to govern the school (shared decision making) <ul style="list-style-type: none"> • Emulating the school’s mission, vision, core values • Ensuring communication to all stakeholders (e.g. SAC, PTA, SGA) • Planning, delivering, supporting, and evaluating school’s professional development
Snipes, Buffy	Assistant Principal	<ul style="list-style-type: none"> • Reviewing and aligning school-based resources based on interim assessment data • Monitoring achievement, climate, and satisfaction data to assure that the learning environment is producing results • Determining progress monitoring towards goal such as classroom look-for • Identifying gaps in performance or processes and planning for their improvement
Falk, Paul	Math Coach	<ul style="list-style-type: none"> • Facilitating PLC and collaborative planning • supporting standards aligned collaborative planning • Planning, delivering, supporting, and evaluating school’s professional development • Monitoring achievement data to assure that the learning environment is producing results • Align coaching cycles to needs based on data trends • Determining progress monitoring towards goal such as classroom look-for • Providing ongoing feedback
Lemelin, Melissa	Reading Coach	<ul style="list-style-type: none"> • Facilitating PLC and collaborative planning • supporting standards aligned collaborative planning • Planning, delivering, supporting, and evaluating school’s professional development • Monitoring achievement data to assure that the learning environment is producing results • Align coaching cycles to needs based on data trends • Determining progress monitoring towards goal such as classroom look-for • Providing ongoing feedback
McGahan, Lynn	Teacher, ESE	<ul style="list-style-type: none"> • Supporting general education with providing accommodations while maintaining standards alignment during collaborative planning • Ensuring DOJ guidelines are being followed and services are aligned to the IEP • Monitoring achievement data of SWD to assure that the learning environment is producing results and students are meeting their IEP goals • Participating in PLCs and collaborative planning • supporting standards aligned collaborative planning

Name	Position Title	Job Duties and Responsibilities
Fountain, Cathy	Teacher, K-12	<ul style="list-style-type: none"> • Facilitating grade level PLC and collaborative planning • Supporting standards aligned collaborative planning • Monitoring achievement data to assure that the learning environment is producing results • Providing a teacher voice during Leadership Team meetings

Demographic Information

Principal start date

Wednesday 11/11/2020, Jennifer Dietz

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

680

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

3

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

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	111	100	121	105	96	0	0	0	0	0	0	0	613
Attendance below 90 percent	8	37	32	49	28	29	0	0	0	0	0	0	0	183
One or more suspensions	0	3	8	7	3	8	0	0	0	0	0	0	0	29
Course failure in ELA	0	0	0	6	6	5	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	3	3	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	25	30	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	35	29	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	5	4	6	3	4	3	0	0	0	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	6	14	20	24	0	0	0	0	0	0	0	68

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	13	1	0	0	0	0	0	0	0	0	18
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

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	84	94	99	86	88	0	0	0	0	0	0	0	540
Attendance below 90 percent	15	23	25	15	11	17	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	12	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	2	3	10	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	7	6	1	2	3	2	0	0	0	0	0	0	0	21

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	3	17	19	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	2	6	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	89	84	94	99	86	88	0	0	0	0	0	0	0	540
Attendance below 90 percent	15	23	25	15	11	17	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	4	12	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	2	3	10	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	29	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	7	6	1	2	3	2	0	0	0	0	0	0	0	21

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	3	17	19	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	2	6	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	53%	56%				46%	56%	57%
ELA Learning Gains	47%						52%	56%	58%
ELA Lowest 25th Percentile	37%						43%	46%	53%
Math Achievement	42%	42%	50%				43%	59%	63%
Math Learning Gains	50%						43%	56%	62%
Math Lowest 25th Percentile	35%						30%	43%	51%
Science Achievement	53%	55%	59%				41%	57%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	58%	-16%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	49%	54%	-5%	58%	-9%
Cohort Comparison		-42%				
05	2022					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	60%	-30%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	58%	59%	-1%	64%	-6%
Cohort Comparison		-30%				
05	2022					
	2019	35%	54%	-19%	60%	-25%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	56%	-17%	53%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	30	30	28	48	32	18				
ELL	23	36	40	26	50	44	39				
BLK	30	29		33	41		30				
HSP	35	46	35	36	49	38	50				
WHT	50	53		49	57		71				
FRL	40	46	34	39	48	36	47				
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	9	22		16	44	36	18				
ELL	28	50		26	45	40	24				
BLK	11			16							
HSP	30	36		27	38		24				
WHT	37	46		48	57		32				
FRL	28	37	21	30	47	43	22				
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	15	29	46	11	12	5	5				
ELL	37	52	56	29	36	33	30				
BLK	33	50		36	43		18				
HSP	44	52	44	34	39	31	41				
MUL	59			56							
WHT	50	51	39	49	45	27	47				
FRL	44	51	40	41	44	33	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Learning outcomes specifically related to our lowest quartile students and the ESSA subgroups of African American, ELL, and SWD are areas of concern in all grade levels. In the core content areas of ELA, Math and Science we are showing significant increases.

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

Based off of progress monitoring and the 2022 state assessments, we show the greatest need for instructional improvement with our Lowest Quartile, SWD, African American and ELL students.

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

Contributing factors include Covid related absences, including teachers and students. Ineffective instructional practices and use of programs within the VE separate class setting were also a contributing factor. Ineffective instructional practices will be addressed by improving upon collaborative planning practices, with a focus on all teachers participating in the planning of each subject area and moving

away from the practice of one teacher planning for each subject and sharing out their lesson plans with the team.

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

Based off of progress monitoring and 2022 state assessment, we had the most improvement in the area of Science.

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

Teachers bought into the Science curriculum, as a result they used hands on experiences which contributed to our increase in learning outcomes. In addition, we had a support system in place from the district resource teacher. The addition of district support included assist with planning, data analysis and implementation of the curriculum.

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

To accelerate learning further, we will improve upon collaborative planning practices, schedule learning walks to highlight exemplar instructional practices for targeted instructional staff, and provide direct and explicit feedback to teachers. Responsible SLT members will be held accountable for implementation with fidelity.

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.

MTSS

Student Engagement

Collaborative Planning

School-based Learning Walks

SLT members will participate in learning walks with district personnel

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

The improvement upon current collaborative planning and instructional practices will build teacher capacity that will impact practices next year and beyond.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus

Description and Rationale:

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

Based on overall proficiency data, we need to strengthen our Tier 1 core instruction for our students to increase our proficiency percentages in ELA and Math, while sustaining our science scores. We also need to plan for strategically targeted instruction for our Tier 2 and 3 students to increase learning gains, reduce achievement gaps, and increase proficiency levels.

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

Increase achievement in ELA from 41% to 44% determined by the FAST assessment.
 Increase achievement in Math from 42% to 45% determined by the FAST assessment.
 Increase achievement in Science from 53% to 57% determined by the FAST assessment.
 By October, 100% of our grade level teams will be fully implementing the before, during and after planning protocols during collaborative planning sessions.
 By December we will increase the number of teachers reaching proficiency on our look for data collection tool on delivery of instruction.

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

The leadership team will monitor progress towards the desired learning outcome by analyzing and tracking of individual student data during PLC's, using data from district and progress monitoring assessments. Implementation of the planning protocol will be monitored using a school-based tracking tool. Specific look for data will be collected and analyzed during learning walks by administration and coaches.

Person responsible for monitoring outcome:

Jennifer Dietz (jmdietz@volusia.k12.fl.us)

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

To increase both Tier 1 Core instruction and effectiveness of interventions at Tier 2 and 3 we will develop and implement the use of schoolwide collaborative planning protocols and expectations that guides teachers in the development of intentional and targeted lesson planning at all three Tiers of instruction.

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

Increasing teacher capacity in the area of strategic planning for core instruction and providing interventions for students with learning needs will increase learning outcomes at the proficiency level, as well as learning gains. According to John Hattie, response to intervention has an effect size of 1.29, interventions for students with learning needs has an effect size of 0.79, and deliberate practices has an effect size of 0.77.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The faculty will collaboratively create before, during and after planning protocols to be implemented school-wide (August).

Person Responsible Melissa Lemelin (malemeli@volusia.k12.fl.us)

Define and communicate collaborative planning protocol expectations including norms, time frames, locations, and responsible parties with entire faculty (August).

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Instructional coaches and administrators will participate in collaborative planning sessions at all grade level to ensure that learning targets and tasks during whole group, small group, and tiered interventions align to the benchmark. During collaborative planning, teachers will establish desired learning outcomes and target differentiated instructional needs for our ESSA subgroups. In addition, teachers will demonstrate their understanding of the benchmark by doing the work (e.g. working the math problem using the targeted strategy).

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

Create a "look for" tool that can be used to track instructional priorities during walk-throughs (August).

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Provide faculty with "look for" tool and rationale prior to beginning walk throughs (September).

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Calibrate with administration and academic coaches on using the "look for" tool (September).

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Create a uniform process to give teachers feedback based off the data collected from our walk throughs (September).

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

Develop a Collaborative Instructional Planning and Intervention Framework, which includes attending weekly collaborative planning, conduct walk throughs to monitor execution, and implementation of feedback cycles to improve upon the effectiveness of planning and instructional delivery practices (September - June).

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Conduct classroom walks using look for document based on a schedule created with the coaches and administration team. (ongoing)

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our area of focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. As a result of our Needs assessment and analysis, it reveals that only 37%(ELA) 35%(Math) of our lowest quartile reached proficiency, well below the district and state average. Further analysis showed that most students in our lowest quartile are also in one or more of our 3 targeted ESSA subgroups, SWD, ELL, A.A.

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

Our goal will be to increase the percentage of our lowest quartile reaching proficiency from 37% to 48% in ELA and 35% to 55% in math. These goals include our ESSA subgroups as they make up most of our lowest quartile.

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

We will progress monitor this goal using the learning outcomes as indicated by unit/chapter assessments outlined by the county with a focus on the students in the ESSA subgroups. Ongoing progress monitoring practices will include recording aggregated data on data tracking charts in the plc room. The data will be analyzed and used to drive the decision-making process regarding effectiveness of instruction and to identify appropriate tier 2 and 3 interventions to close the learning gaps for our lowest quartile. In addition, the administrative team (including coaches) will track proficiency levels and progress towards proficiency on those assessments and will meet on a monthly basis to discuss the data in regard to our ESSA subgroups and thus our lowest quartile. This will drive our plc's focus during collaborative planning and help to identify professional development needs.

Person responsible for monitoring outcome:

Paul Falk (pcfalk@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence based strategy implemented will be the continued implementation and increased fidelity to the Multi-tiered System of Supports (MTSS).

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data Based Decision Making. The power of a tiered system of supports rests in the fact that it is based on prevention and targeting the underlying deficiency causing the gap in learning. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of the Multi-tiered System of supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review our previous years data to target students for initial intervention groups. These groups will remain fluid as students progress and data no longer warrants a need for tier 2 or 3 interventions and others will be added based on the data.

Person Responsible Melissa Lemelin (malemeli@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS systems and structures.

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

Implementation of PL of MTSS strategies following the District's ERPLs. Informal walk-throughs will be conducted after the PL, giving teachers clear and explicit feedback on their effectiveness when providing the differentiated instruction as outlined by the multi-tiered system of support.

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Administrators and academic coaches will meet monthly to determine the progress of our lowest quartile, including ESSA subgroups, in meeting our goals of demonstrating proficiency levels of 48% ELA and 25% in Math. Collaborative discussion will include hard data obtained from student assessments and "look-for" results obtained during learning walks and informal walk-throughs.

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Clear and explicit feedback provided to the teachers from the learning walks.

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Create a data tracking poster for PLC room where teachers will add their ESSA subgroup and LQ data for each assessment given (August).

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

After each assessment, teachers will monitor and analyze data, including trends, within our ESSA subgroup and LQ student. (Ongoing)

Person Responsible Melissa Lemelin (malemeli@volusia.k12.fl.us)

Collaborative Planning Protocols will include identifying action steps to address remediation and enrichment needs of our ESSA subgroups and LQ students and will be addressed during collaborative planning sessions. (Ongoing)

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

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

Our proficiency in Math and ELA are below 50 % (Math 42%, ELA 41%). Our proficiency with LQ on Math and ELA are below 40%(Math 35%, ELA 37%). The data points to the reality that our core instruction as well as our small group instruction needs to be more effective. To impact school-wide core instruction, we need to improve upon the current practices of our administrative team and coaches regarding instructional support and feedback that builds teacher capacity and improves upon instructional practices, which will ultimate effect the learning outcomes of our students.

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

75% of teachers will demonstrate effective teaching techniques in 80% or greater of the targeted components, as measured by look for data outcomes, by the end of January 2023.
 100% of teachers will demonstrate effective teaching techniques in 80% or greater of the targeted components, as measured by look for data outcomes, by the end of May 2023.

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

Data will be collected on a bi-weekly basis and monitored using the "look-for" tool developed to target effective instructional practices. The data will be used to target coaching and feedback cycles as well as used during the monthly data chat held by the administrative team and coaches to target PL needs.

Person responsible for monitoring outcome:

Jennifer Dietz (jmdietz@volusia.k12.fl.us)

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

We plan to target and improve upon effective instructional practices the the use of ongoing progress monitoring and providing explicit and timely feedback using the "look-for" data collection tool.

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

As stated prior, to continue to increase our students proficiency in ELA and Math, we need to start with the effectiveness of the instruction provided by the teachers. If we are focusing on the instruction of the teachers and looking for it to improve, then we need to improve as instructional leaders in supporting teachers in planning and in feedback with their instruction. As outlined in John Hattie's work, providing formative evaluation has an effect size of 0.48 and feedback has an effect size of 0.74.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a "look for" tool that can be used to track instructional priorities (August).

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Provide faculty with "look for" tool and rationale prior to beginning walk throughs (September).
Defining and providing examples of exemplar practices within each component.

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Calibrate with administration and coaches on using the look for tool (September).

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Identify professional development needs according to baseline walk through data (September)

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Create coaching cycles based on baseline walk through data (September)

Person Responsible Melissa Lemelin (malemeli@volusia.k12.fl.us)

Create a uniform process to provide teachers feedback based on the data collected from walk throughs (September).

Person Responsible Paul Falk (pcfalk@volusia.k12.fl.us)

Create a rotational schedule for administration and coaches to conduct walk throughs.

Person Responsible Buffy Snipes (bmsnipes@volusia.k12.fl.us)

Attend weekly collaborative planning, conduct walk throughs and feedback cycles to determine the effectiveness of the planning and instructional delivery practices (September to June).

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Administration and coaches will conduct monthly data chats to determine progress and effectiveness of coaching and feedback process.

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

Create specific coaching cycles using learning walk data and follow up walk throughs to determine impact of the coaching.

Person Responsible Jennifer Dietz (jmdietz@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

End of the year screenings and progress monitoring data indicate that Our overall proficiency in ELA in grades K-2 below 50%, sitting at 47%. Our proficiency with LQ in ELA are below 40% at 37%. The percent of student BELOW proficiency by grade level include Kinder at 24%, 1st at 54%, and 2nd at 63%.

Based on overall proficiency data, we need to strengthen our Tier 1 core instruction for our students to increase our proficiency percentages in ELA. We also need to plan for strategically targeted instruction for our Tier 2 and 3 students to increase learning gains, reduce achievement gaps, and increase proficiency levels.

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

Our overall proficiency in ELA for grades 3-5 is well below 50%, sitting at 41%. Our proficiency with LQ in ELA are below 40% at 35%. The percent of student BELOW proficiency by grade level include 3rd at 60%, 4th at 65%, and 5th at 52%.

Based on overall proficiency data, we need to strengthen our Tier 1 core instruction for our students to increase our proficiency percentages in ELA. We also need to plan for strategically targeted instruction for our Tier 2 and 3 students to increase learning gains, reduce achievement gaps, and increase proficiency levels.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Increase achievement in ELA from 47%% to 57% determined by end of the year screenings and progress monitoring data. By October, 100% of our grade level teams will be fully implementing the before, during and after planning protocols during collaborative planning sessions.

Grades 3-5: Measureable Outcome(s)

Increase achievement in ELA from 41% to 44% determined by the FAST assessment. By October, 100% of our grade level teams will be fully implementing the before, during and after planning protocols during collaborative planning sessions.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team will monitor progress towards the desired learning outcome by analyzing and tracking of individual student data during PLC's, using data from district and progress monitoring assessments. Implementation of the planning protocol will be monitored using a school-based "look for" tracking tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dietz, Jennifer, jmdietz@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Increasing teacher capacity in the area of strategic planning for core instruction and providing interventions for students with learning needs will increase learning outcomes at the proficiency level, as well as learning gains.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

According to John Hattie, response to intervention has an effect size of 1.29, interventions for students with learning needs has an effect size of 0.79, and deliberate practices has an effect size of 0.77.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The faculty will collaboratively create before, during and after planning protocols to be implemented school-wide (August).	Lemelin, Melissa, malemeli@volusia.k12.fl.us
Define and communicate collaborative planning protocol expectations including norms, time frames, locations, and responsible parties with entire faculty (August).	Dietz, Jennifer, jmdietz@volusia.k12.fl.us
Instructional coaches and administrators will participate in collaborative planning sessions at all grade level to ensure that learning targets and tasks during whole group, small group, and tiered interventions align to the benchmark. During collaborative planning, teachers will establish desired learning outcomes and target differentiated instructional needs for our ESSA subgroups. In addition, teachers will demonstrate their understanding of the benchmark by doing the work (e.g. working the math problem using the targeted strategy).	Falk, Paul, pcfalk@volusia.k12.fl.us
Create a "look for" tool that can be used to track instructional priorities during walk-throughs (August).	Snipes, Buffy, bmsnipes@volusia.k12.fl.us
Provide faculty with "look for" tool and rationale prior to beginning walk throughs (September).	Dietz, Jennifer, jmdietz@volusia.k12.fl.us
Calibrate with administration and academic coaches on using the "look for" tool (September).	Snipes, Buffy, bmsnipes@volusia.k12.fl.us
Create a uniform process to give teachers feedback based off the data collected from our walk throughs (September).	Falk, Paul, pcfalk@volusia.k12.fl.us
Develop a Collaborative Instructional Planning and Intervention Framework, which includes attending weekly collaborative planning, conduct walk throughs to monitor execution, and implementation of feedback cycles to improve upon the effectiveness of planning and instructional delivery practices (September - June).	Dietz, Jennifer, jmdietz@volusia.k12.fl.us

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Implementation of the TIP Program, establishing various committees for school-wide events that celebrates our diverse culture, improved planning practices that will better prepare teachers for success in the classroom, as well as incentive programs to celebrate both students' SEL and academic accomplishments, and increasing the celebration of teacher success.

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

Implementation of the New Teacher Induction Program (TIP) by the administrative team, coaches, and mentors will provide our-first year teachers with the support needed to maneuver through the challenges of the unknown as well as develop the skillset needed to meet the diverse academic and SEL needs of our students; increasing our teacher retention rates and improving the learning outcomes of students within these classrooms.

Establishing various committees for school-wide events that celebrates our diverse culture will not only help establish a sense of camaraderie across departments, but will also build a sense of pride amongst students, teachers, parents, and community members as we celebrate one another's differences.

Lastly, improving upon our planning practices that will better prepare teachers for success in the classroom will not only improve learning outcomes, it will also improve teacher and student efficacy which has an effect size of 1.57 according to John Hattie. Teacher and student efficacy will also be impacted as we increase incentive programs that celebrate both students' SEL (Discovery Dollars and Discovery Tickets) and academic accomplishments (RC, Reflex Math, Proficiency, etc.), and increasing the celebration and acknowledgement of teachers success using positive affirmations (feedback, notes, emails, and the shout-out board) and tokens of our appreciation (lunch, breakfast, cards, etc). When teachers and students feel noticed and appreciated they develop a sense of school pride and spirit that will overflow to parents, families, our community, and business partners.