

Volusia County Schools

Beachside Elementary School



2022-23 Schoolwide Improvement Plan

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Beachside Elementary School

1265 N GRANDVIEW AVE, Daytona Beach, FL 32118

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

Demographics

Principal: Leigh Prokop M

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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 (48%) 2018-19: C (52%) 2017-18: C (49%)
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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<http://myvolusiaschools.org/school/osceola/pages/default.aspx>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-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;">38%</p>

School Grades History

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

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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.

Through the cooperation of all, our students shall acquire the knowledge, wisdom and ethics which will enable them to be productive citizens in an ever-changing global society.

Provide the school's vision statement.

At Beachside Elementary teachers, staff, parents and community members work together to help develop an extraordinary whole child. We strive to offer personalized learning activities that value character development along with meeting the demands of the rigorous Florida B.E.S.T. Standards.

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
Bruner, Lynn	Principal	The principal oversees the academic goals, school culture and PBIS system at the school.
Cleveland, Melissa	Assistant Principal	The assistant principal assists the principal in overseeing the academic goals, school culture and PBIS system at the school.
Campanella, Gina	Administrative Support	The Administrative Teacher on Assignment assists the principal in overseeing the academic goals, school culture and PBIS system at the school.
Via, Julie	Teacher, K-12	The Kindergarten Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Stoner, Amy	Teacher, K-12	The First Grade Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Gilbert, Meredith	Teacher, K-12	The Third Grade Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Fischer, Kim	Teacher, K-12	The Fourth Grade Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Treur, Deb	Teacher, K-12	The Fifth Grade Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Belfer, Morgan	Teacher, K-12	The Special Area Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
White, Yahaira	Instructional Coach	The instructional coach will collaborate with teachers to support academic achievement for all students. The instructional coach will guide PLC Meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught.

Name	Position Title	Job Duties and Responsibilities
Green, Gay	Instructional Coach	The instructional coach will collaborate with teachers to support academic achievement for all students. The instructional coach will guide PLC Meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught.
French, Ashley	Other	The Math Intervention Teacher will provide academic intervention in math with identified students
Comer, Terri	Teacher, K-12	The Second Grade Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The teacher will teach daily using standards aligned instruction.
Fuller, Kacie	Teacher, ESE	The ESE Team Leader will guide team meetings using data to monitor growth proficiency and ensure all teachers understand the standards being taught. The ESE teacher Coach will service ESE students using standards aligned instruction.

Demographic Information

Principal start date

Sunday 7/1/2018, Leigh Prokop M

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.*

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.*

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

540

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

6

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

5

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	75	89	95	106	89	89	0	0	0	0	0	0	0	543
Attendance below 90 percent	5	23	28	34	24	21	0	0	0	0	0	0	0	135
One or more suspensions	0	7	3	10	8	7	0	0	0	0	0	0	0	35
Course failure in ELA	0	0	0	3	4	3	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	2	3	3	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	27	30	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	22	28	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	3	2	0	0	3	0	0	0	0	0	0	0	8

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	0	4	1	9	18	15	0	0	0	0	0	0	0	47

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	2	1	0	7	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 8/21/2022

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	84	94	98	102	88	98	0	0	0	0	0	0	0	564
Attendance below 90 percent	26	33	36	35	36	34	0	0	0	0	0	0	0	200
One or more suspensions	2	0	1	2	3	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	3	1	8	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	0	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	11	34	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	23	34	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	4	0	3	3	2	0	0	0	0	0	0	0	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	6	14	26	0	0	0	0	0	0	0	49

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	3	1	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	84	94	98	102	88	98	0	0	0	0	0	0	0	564
Attendance below 90 percent	26	33	36	35	36	34	0	0	0	0	0	0	0	200
One or more suspensions	2	0	1	2	3	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	3	1	8	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	0	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	11	34	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	23	34	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	4	0	3	3	2	0	0	0	0	0	0	0	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	6	14	26	0	0	0	0	0	0	0	49

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	3	1	4	0	0	0	0	0	0	0	0	0	9
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	53%	56%				51%	56%	57%
ELA Learning Gains	53%						53%	56%	58%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile	51%						42%	46%	53%
Math Achievement	50%	42%	50%				55%	59%	63%
Math Learning Gains	57%						60%	56%	62%
Math Lowest 25th Percentile	39%						45%	43%	51%
Science Achievement	46%	55%	59%				57%	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	48%	58%	-10%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	51%	54%	-3%	58%	-7%
Cohort Comparison		-48%				
05	2022					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-51%				

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	38%	60%	-22%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	63%	59%	4%	64%	-1%
Cohort Comparison		-38%				
05	2022					
	2019	55%	54%	1%	60%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	56%	-1%	53%	2%
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	17	49	50	31	46	28	13				
ELL	20			30							
BLK	27	47	40	37	58	47	29				
HSP	44	55		18	30						
MUL	33			56							
WHT	46	54	63	54	56	42	51				
FRL	40	52	51	47	57	38	42				
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	11	10		25	50						
BLK	38			33							
HSP	50			40							
WHT	56	69		61	77		61				
FRL	50	64	46	52	70	82	50				
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	10	32	29	12	38	35	13				
BLK	20			35	60						
MUL	36			36							
WHT	56	55	43	59	58	43	61				
FRL	44	47	39	44	53	45	44				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	41
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	37

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
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	52
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	47
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?

According to FSA data, our proficiency in all academic areas decreased. ELA decreased from 54% to 42%. Math decreased from 58% to 50%. Science decreased from 57% to 46%.

Our ELA lowest 25% increased from 46% to 51%.

Our discipline data indicated that our number of referrals on campus and on the bus increased.

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

ELA and Math proficiency and Science achievement.

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 contributing factors were the merging of two schools, behavior concerns and low attendance rates. Because we merged, we only have baseline data for Beachside Elementary. When you look at our data, it only compares data from former Osceola in 2021 to Beachside (Osceola and Ortona merged) in 2022.

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

Our ELA lowest 25% increased from 46% (only Osceola) to 51% (Beachside).

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

Having a Reading Intervention Teacher and committed time in master schedule for intervention, as well as morning and afternoon tutoring were contributing factors.

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

We will teach standard's aligned instruction to the rigor of the standard, increase student engagement, schedule designated intervention/enrichment times and provide coaching and intervention teachers. PENDA learning will be provided to students for students in grades 3-5. PENDA is a science instruction and intervention program built on a gaming program.

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.

Teachers will be provided professional development on BEST standards with time for standard aligned lesson planning. Professional development on SEL/PBIS will be provided. Professional development on PENDA will be provided for teachers and coaches in grades 3-5.

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

We will provide tutoring to identified students, schedule intervention teachers for time to work with multiple grade levels and we have a goal to provide mentoring to our students. Science Intervention using PENDA will be provided for students in grades 3-5. Coaching will be provided to identified teachers.

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 Standards-aligned Instruction

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. Our Needs Assessment and Analysis revealed that 51% of our students reached proficiency in Math. This is below the district and stage average. Our Needs Assessment and Analysis revealed that 42% of our students reached proficiency in ELA. This is below the district and stage average. Our Needs Assessment and Analysis revealed that 46% of our students reached proficiency in Science. This is below the district and stage average.

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 proficiency of all students in Math from 51% to 62%.
 Our goal will be to increase the proficiency of all students in ELA from 42% to 62%.
 Our goal will be to increase the proficiency of all students in Science from 46% to 62%.

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

This area of focus will be monitored through FAST monitoring and district assessments. Two times per month PLCs will engage in data analysis of all students and subgroups to determine the effect of standards-aligned instruction. This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool with specific standards-aligned look-fors and data chats to determine instructional adjustments needed to impact student growth. The data gathered from this tool will also be used to identify teachers in need of Coaching Cycles.

Person responsible for monitoring outcome:

Lynn Bruner (blbruner@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is standards-aligned planning using the BEST benchmarks and district planning protocols. It will be monitored through data chats during PLCs.

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

Planning and Prediction has an effect size of 0.76 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.76, it is likely that the impact on students is significantly greater than average when planning and prediction is implemented with fidelity. John Hattie describes planning and prediction as an explicit focus on planning and the use of time, based on which the students have to determine how they are going to perform and what they will need to perform well.

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.

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will include teachers using district planning protocols, district curriculum maps and test item specifications.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Conduct PLCs focused on unpacking the standards, discuss ideas for instruction, review student work, determine students who need additional instruction for intervention or enrichment to be successful.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Use of Learning Targets/Learning Intentions and Success Criteria in every classroom to ensure students know what they are learning.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Academic Coaches will complete Coaching Cycles for identified teachers. Teachers will be identified based on student data.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Provide professional learning opportunities during school based ERPLs. October 2022, the PL will be on math BEST standards using planning protocols. For December and January, PL will be based on student data targeting math, ELA and/or MTSS/PBIS. In March, teachers will choose Science, Math or ELA task alignment training.

Person Responsible Yahaira White (ylwhite@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. Our Needs Assessment and Analysis revealed that our SWD, ELL and HSP subgroups were below 41% proficiency, which is below the district and state average.

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 students in SWD, ELL and HSP subgroups reaching proficiency to at least 41%. We will utilize district Assessments in ELA, Math and Science to monitor progress of our ESSA subgroups.

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

This area of focus will be monitored through FAST monitoring and district assessments. Two times per month PLCs will engage in data analysis of all students and subgroups to determine the effect of standards-aligned instruction. This Area of Focus will also be monitored through frequent classroom observations using a walkthrough tool with standards-aligned look-fors and data chats to determine instructional adjustments needed to impact student growth.

Person responsible for monitoring outcome:

Lynn Bruner (blbruner@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports.
 -K-2 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data.
 -3-5 will implement SIPPS, Benchmark Intervention, Heggerty, and iReady Tool Box.

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. MTSS is not a “wait to fail” model for students who are in need of additional supports. The potential benefits of a 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. Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame’enui, 2008; Hattie, 2015
 Schools will be provided with essential training in MTSS and its strategies to support student learning.

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.

During initial PLCs, we will review FAST PM 1 and iReady diagnostic 1 data to create intervention groups. How to meet the needs of these students in Tier 2 and Tier 3 interventions will be based on the Decision Tree Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS systems and structures.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Implementation of PL of MTSS strategies following the District ERPLs.

- Decision Rules guidance and ICEL Strategy; Tier 1 – 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction. Tier 2 – 15% of students receive targeted level of prevention; Tier 3 – 3-5% of students receive intensive level of prevention; All students receive these supports in a stacked manner, including Students with Disabilities.

Person Responsible Gina Campanella (gmcampan@volusia.k12.fl.us)

Monthly PLCs to determine progress of our ESSA subgroups, making progress towards 70% proficiency on District Assessments in ELA and Math.

-Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.

- Monitoring fidelity of Tier 2 and Tier 3 interventions of students in subgroups through walkthroughs.

- Students that continue to need further supports/intervention would be identified in order to move them to Tier 3.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

Academic Coaches will complete Coaching Cycles for identified teachers. Teachers will be identified based on student data.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support

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

The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. Student behaviors, such as hitting and striking, increased within the classroom setting last school year as indicated by an increase in Office Discipline Referrals. The increase of referrals was not proportionate to the increase in our student population due the merger of two schools.

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

During the 2021-22 school year, 461 discipline referrals were written due to infractions on campus and 85 discipline referrals were written due to infractions on busses. Our goal will be to decrease on campus referrals to 230 and decrease bus referrals to 42.

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

This area of focus will be monitored monthly during PBIS CLT meetings. We will discuss disproportionate rates of discipline and plan ways to increase core instruction in behavior for all students.

Person responsible for monitoring outcome:

Melissa Cleveland (mgclevel@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored:
 -Office Discipline Referrals will be monitored by the school based PBIS CLT on a monthly basis.
 -Fidelity checklists will be monitored by the PBIS Contact, Melissa Cleveland, following the close of the reporting windows .
 -This data will also be monitored by the PBIS team to be used for progress monitoring and planning.

Rationale for Evidence-based Strategy: Explain the

PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS sustainment process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contain 53-items

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the Benchmarks of Quality produces scale and sub-scale scores indicating the extent to which these critical elements are in place.

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.

Conduct Professional Learning through ERPLs and PLCs on MTSS/PBIS systems and structures.

Person Responsible Gay Green (gagreene@volusia.k12.fl.us)

PBIS CLT will meet monthly to monitor student discipline data.

Person Responsible Melissa Cleveland (mgclevel@volusia.k12.fl.us)

Implement non-negotiable student behavior rules/expectations school wide.

Person Responsible Melissa Cleveland (mgclevel@volusia.k12.fl.us)

Conduct MTSS and PBIS data discussions during PLCs.

Person Responsible Gay Green (gagreene@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

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 revealed that 49% of our second grade students reached proficiency in ELA.

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

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 revealed that 39% of our third grade students, 43% of our fourth grade students, and 43% of our fifth grade students reached proficiency in ELA.

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)

Our goal will be to increase the ELA proficiency of our second grade students from 49% to 62%.

Grades 3-5: Measureable Outcome(s)

Our goal will be to increase the ELA proficiency of our third grade students from 39% to 62%, our fourth grade students from 43% to 62% and our fifth grade students from 42% to 62%.

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.

This area of focus will be monitored through FAST monitoring, i-Ready Diagnostics and district assessments. Two times per month PLCs will engage in data analysis of all students and subgroups to determine the effect of standards-aligned instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bruner, Lynn, blbruner@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?

The evidence-based practice being implemented is standards-aligned planning using the BEST benchmarks, item specifications and district planning protocols. It will be monitored through data chats during PLCs.

Teachers will use Benchmark Advance, i-Ready tools for instruction and SIPPS for instruction and intervention.

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?

All practices and programs are recommended by and provided by the district.

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 school based Literacy Team will meet monthly to review student data.	Bruner, Lynn, blbruner@volusia.k12.fl.us
The Literacy Team will determine next steps based on data discussed at the monthly meetings.	Bruner, Lynn, blbruner@volusia.k12.fl.us
Literacy Coaching will be provided to teacher identified based on student data.	White, Yahaira, ylwhite@volusia.k12.fl.us
Identified teachers receiving literacy coaching will be adjusted based on student data.	White, Yahaira, ylwhite@volusia.k12.fl.us
Teachers will periodically monitor and analyze SIPPS and Benchmark data.	Green, Gay, gagreene@volusia.k12.fl.us
Teachers will adjust SIPPS and Benchmark instruction based on data.	Green, Gay, gagreene@volusia.k12.fl.us
PLCs and ERPLs will provide professional learning on ELA planning protocols based on student data.	Green, Gay, gagreene@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.

SEL

Beachside Elementary School offers a variety of SEL programs/opportunities including:

- Mentoring
- SEL lessons integrated in our curriculum
- School wide Soft Skills Expectations (developed by Beachside staff)
- Whole and Small Group Lessons with the School Counselor
- Houses
- Beachside PRIDE awards
- Staff book study focusing on positive school culture/discipline (Happy Kids)

Violence Prevention Programs

Beachside Elementary School offers the following non-violence and anti-drug programs:

- Student Mentoring Program

- Peer Mediation Program
- Suicide Prevention Program
- Bullying Program
- DARE
- Girls on the Run Program

Nutrition Programs

Beachside Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Girls on the Run Program
- Changes Program

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

Beachside Elementary School builds and sustains partnerships with the local community by holding the following events:

- * Meet the Teacher- Various extended day providers are invited to set up a booth to share information.
- * Open House- PTA sets up a booth to promote membership amongst parents, grandparents, business partners and community members. Volunteers and Business Partners are invited to assist with and set up booths to share information.
- * Volunteer/Business Partner Appreciation Breakfast-Beachside offers a breakfast to thank all our parents, grandparents, business partners, and community members who have supported our school throughout the school year.
- * Family/Curriculum Nights held on campus and at off-site locations. Volunteers and Business Partners are invited to share information.
- * Beachside hosts an event to honor DARE officers.
- * Beachside has been adopted by Daytona Beach Hilton which has earned grants on behalf of Beachside. * Beachside partners with Hard Rock Hotel, local churches, Food Brings Hope, and Provision Packs to feed and clothe our students and families who are in need.
- * Beachside participates in the District's School Choice Fair.
- * Beachside Gives Back- an event to prepare fifth grade students to Give Back to the community in which they live by demonstrating necessary social skills for the work force.