

Volusia County Schools

Deland Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

Demographics

Principal: John Devito R

Start Date for this Principal: 7/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: C (49%) 2017-18: B (55%)
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	TSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>53%</p>

School Grades History

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

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 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.

DeLand Middle will implement strong grade level instruction and deep engagement resulting in increased student achievement.

Provide the school's vision statement.

The community of DeLand Middle will make a positive difference in the lives of the students and families we serve by creating an environment of high expectations where student, family, and faculty voice is the norm.

We will provide access to strong grade level instruction and deep engagement, resulting in increased student achievement.

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
DeVito, John	Principal	Provide strategic direction throughout the school year, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Rainge, Kemisha	Assistant Principal	Oversee Safety and Security of the school and monitor/ implement strategic action steps pertaining to student, staff, and campus safety. Support and foster the school's instructional strategy while ensuring its successful execution. 7th Grade Administrator over discipline, develop standardized curricula, assess teaching methods/ practices, Assist in progress monitoring of school wide discipline data and EWS.
Wiseman, Kristina	Assistant Principal	Oversee master scheduling. Monitor school data. Assist with the implementation and training of state testing. Monitor the assessment process for fidelity. Assist in progress monitoring of school wide discipline data and EWS. 8th grade administrator over discipline.
Arico Jones, Angela	Dean	Plan and direct activities related to discipline and coordinate/ facilitate PL on Restorative Practices, while assisting with discipline across all three grade levels. Grow school business partnerships and SAC Co-Chair. sets up, administers and monitors students while taking standardized tests. Testing coordinator will also ensure that students and staff are adhering to testing requirements while maintaining the integrity of all tests and secure all materials. Assist with PBIS Team, New Teacher Support Contact
Langenbach, Abby	Instructional Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. ELA/Reading Department Chair, monitor and help facilitate district assessments. SAC CoChair
McTyer, Andrea	Instructional Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. Math Department Chair, monitor and help facilitate district assessments.
Alejandro, Efrain	Assistant Principal	Monitor ESSA data, provide professional learning specific to the needs of ESE/504 students and staff, assist in creating master schedule to fulfill the needs of students IEP's who require support and separate class instruction. AVID Coordinator.

Name	Position Title	Job Duties and Responsibilities
Wilson, Dawn	School Counselor	Oversee MTSS and PST Process, Monitor EWS DATA, Asssist in monitoring PBIS Tier 1, 2, 3 implementation and support. Assist ESE administrator with ESE students. 504 contact. Collaborate with teachers, school counselor's and administrators on student services.
Akers, Timothy	Teacher, K-12	AVID Coordinator, Lead AVID PLC's, monitor implementation of the AVID program. Assist in the professional learning of AVID strategies.
Maloney, Jennifer	Teacher, ESE	PBIS Chair, coordinate monthly tier 1, 2 and 3 meetings. Assist staff in the implementation of PBIS. Assist teachers in strategies to support SWD's. Assist teachers in the MTSS process, providing resources of academic and behavioral interventions.

Demographic Information

Principal start date

Tuesday 7/2/2019, John Devito R

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

80

Total number of students enrolled at the school

1,068

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

24

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

20

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	0	0	0	0	0	0	358	384	361	0	0	0	0	1103
Attendance below 90 percent	0	0	0	0	0	0	92	91	105	0	0	0	0	288
One or more suspensions	0	0	0	0	0	0	32	65	72	0	0	0	0	169
Course failure in ELA	0	0	0	0	0	0	25	11	42	0	0	0	0	78
Course failure in Math	0	0	0	0	0	0	17	17	40	0	0	0	0	74
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	82	126	139	0	0	0	0	347
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	109	169	149	0	0	0	0	427
Number of students with a substantial reading deficiency	0	0	0	0	0	0	99	120	118	0	0	0	0	337

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	0	0	0	0	0	86	95	121	0	0	0	0	302

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	0	0	0	0	0	0	3	5	9	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	5	4	7	0	0	0	0	16

Date this data was collected or last updated

Tuesday 8/23/2022

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	0	0	0	0	0	0	403	354	371	0	0	0	0	1128
Attendance below 90 percent	0	0	0	0	0	0	116	97	125	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	27	74	78	0	0	0	0	179
Course failure in ELA	0	0	0	0	0	0	19	20	15	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	20	52	40	0	0	0	0	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	92	107	108	0	0	0	0	307
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	133	134	124	0	0	0	0	391
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	4	2	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	115	121	0	0	0	0	330

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	0	0	0	0	0	0	7	7	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	6	7	6	0	0	0	0	19

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	0	0	0	0	0	0	403	354	371	0	0	0	0	1128
Attendance below 90 percent	0	0	0	0	0	0	116	97	125	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	27	74	78	0	0	0	0	179
Course failure in ELA	0	0	0	0	0	0	19	20	15	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	20	52	40	0	0	0	0	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	92	107	108	0	0	0	0	307
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	133	134	124	0	0	0	0	391
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	4	2	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	115	121	0	0	0	0	330

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	0	0	0	0	0	0	7	7	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	6	7	6	0	0	0	0	19

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	38%	45%	50%				45%	51%	54%
ELA Learning Gains	36%						48%	51%	54%
ELA Lowest 25th Percentile	23%						41%	42%	47%
Math Achievement	38%	31%	36%				48%	54%	58%
Math Learning Gains	41%						44%	51%	57%
Math Lowest 25th Percentile	37%						34%	42%	51%
Science Achievement	43%	46%	53%				52%	58%	51%
Social Studies Achievement	59%	49%	58%				56%	71%	72%

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
06	2022					
	2019	46%	50%	-4%	54%	-8%
Cohort Comparison						
07	2022					
	2019	39%	47%	-8%	52%	-13%
Cohort Comparison		-46%				
08	2022					
	2019	44%	50%	-6%	56%	-12%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	48%	3%	55%	-4%
Cohort Comparison						
07	2022					
	2019	28%	47%	-19%	54%	-26%
Cohort Comparison		-51%				
08	2022					
	2019	20%	29%	-9%	46%	-26%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	57%	-7%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	68%	-13%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	54%	14%	61%	7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	55%	39%	57%	37%

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	11	20	18	13	30	28	16	34	38		
ELL	15	21	15	13	32	30	15	31	36		
ASN	64	41		68	64				85		
BLK	25	32	30	23	30	29	37	53	45		
HSP	26	31	17	24	39	35	30	48	53		
MUL	32	35		36	36		15	67	55		
WHT	48	39	30	49	45	46	55	68	70		
FRL	30	33	22	29	37	35	35	48	57		

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	17	23	17	17	25	24	17	31	36		
ELL	24	31	22	21	19	13	11	31			
ASN	71	70		81	35				100		
BLK	33	34	25	20	20	19	25	49	57		
HSP	28	31	25	25	22	16	28	40	40		
MUL	39	35		27	32						
WHT	55	43	20	50	28	36	65	72	67		
FRL	34	33	23	28	23	21	37	49	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	15	36	34	20	30	27	19	23	53		
ELL	15	35	37	21	32	33	5	20			
ASN	63	50		79	78			67	100		
BLK	26	31	32	31	31	27	31	44	58		
HSP	31	43	39	34	37	28	32	42	64		
MUL	38	48		42	39		70	58			
WHT	57	55	46	60	50	43	63	68	71		
FRL	33	42	40	37	38	32	38	48	61		

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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	2
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
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	34
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Math achievement did not increase. ELA achievement dropped 6 points. Civics achievement remained the same Science achievement dropped 6 points. Overall school total points increased by 18 points.

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

Achievement in all core subject areas and ESSA subgroups.

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

Lack of student motivation and engagement. Students do not know the "why" for what they are learning. Two ELA classrooms were without a consistent teacher. A change in the instructional practice to incorporate engagement strategies, a shift to more student-voice and inquiry based learning.

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

Overall Math learning gains increased by 29 points.

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

Data analysis identifying specific students for targeted intervention. Targeted intervention including small group instruction and pull out instruction.

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

Teachers will increase classroom discussion/student voice to 75% as measured by data collection/walkthrough tool.

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 engage in collaborative practices through teaming and PLCs. Academic coaches and administrators will provide ongoing support through house meetings, team meetings and PLC. Training will include being consistent. engagement strategies, teacher purposeful planning, interventions, and AVID strategies.

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

District resources and support will rotate throughout the year to provide ongoing support. Learning walks by district and admin.

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.

High number of new teachers; new benchmarks in ELA and Math; 2022 FSA data

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

ELA and math proficiency will increase from 38% to 44% as measured by the CSPM and District assessment data.

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

Classroom walkthroughs, PLC planning guide, district assessment data, Stocktake, progress monitoring data

Person responsible for monitoring outcome:

John DeVito (jrdevito@volusia.k12.fl.us)

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

Teachers will incorporate AVID WICOR Strategies.

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

AVID Strategies are research-based best practices in teaching methodology. The focus of these strategies is on promoting rigor through WICOR: Writing, Inquiry, Collaboration, Organization and Reading. These methods increase engagement through student ownership, accountability, and critical thinking. Learning walk feedback and district/state assessment data indicated student voice and more rigorous standards-aligned instruction was needed to increase student achievement.

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.

Provide PL on appropriate questioning.

Person Responsible Andrea McTyer (ahmctyer@volusia.k12.fl.us)

Teachers will participate in weekly PLC's to develop SMART(specific, measurable, attainable, results-oriented/relevant/rigorous, timebound) Goals and collaborate on strategies to increase student voice in classroom instructional practice.

Person Responsible Abby Langenbach (alanders@volusia.k12.fl.us)

Monitor instructional practice through ongoing Administrative Walkthroughs and Feedback.

Person Responsible John DeVito (jrdevito@volusia.k12.fl.us)

Facilitate PL on how to effectively plan and utilize WICOR strategies

Person Responsible Timothy Akers (tmakers@volusia.k12.fl.us)

#2. Positive Culture and Environment specifically relating to PBIS

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

A total of 2,531 referrals were written for the 2021-22 school year. 59% of the referrals written were for violations that are related to school rules, tardies, insubordination, unauthorized absences, and minor disruptions. The amount of off-task behavior resulting in referrals and consequences resulted in a significant amount of lost instructional time that played a factor in student performance as evidenced by the number of students meeting proficiency, especially amongst our ESSA subgroups of SWD and Hispanic students. The violations are showing a need for a focus to implement class and school systems that will positively impact student outcomes.

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

Reduce the number of procedural referrals from 59% to 49%. Increase teacher usage of the PBIS app from 30% to 85% as measured by the number of points distributed in the reporting tracking tool.

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

The area of focus will be monitored through monthly review of behavior data utilizing the EWS report, Power BI, and Focus discipline reports. A monthly review of the number of points distributed by each teacher will be pulled from the PBIS rewards tracking reports. The information will be discussed monthly at admin meetings and Tier 2 PBIS meetings.

Person responsible for monitoring outcome:

Angela Arico Jones (amaricoj@volusia.k12.fl.us)

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

The evidence based strategy that will be used is a student reward and recognition system that is implemented consistently across the campus schoolwide using the PBIS Rewards App. The reward system is based on the PBIS expectations: be respectful, be responsible, and be safe.

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

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes. PBIS is a part of the MTSS framework to provide interventions and support for all students. The Benchmark of Qualities survey from the PBIS Tier 1 Implementation, along with school discipline data, indicated that there was a need to implement a rewards and student recognition program.

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.

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

Person Responsible Angela Arico Jones (amaricoj@volusia.k12.fl.us)

Monthly monitoring of student discipline, pbis rewards usage & observation data
 Fall- Complete PBIS Implementation Checklist
 Spring- Complete PBIS Implementation Checklist
 End-of-Year-Complete Benchmarks of Quality and Tiered Fidelity Inventory

Person Responsible Angela Arico Jones (amaricoj@volusia.k12.fl.us)

Monthly PBIS PLC meetings for Tier 1, 2, and 3 to monitor and ensure PBIS goals and activities are being implemented.

Person Responsible Jennifer Maloney (jmalone@volusia.k12.fl.us)

Monthly PBIS committee meetings to engage in collaborative discussions and develop goals and activities that incorporate fundraising, family/community engagement, and school terrier store.

Person Responsible Jennifer Maloney (jmalone@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.

Through our PBIS Team, we have continued to build a positive school culture and environment through the use of points in the PBIS Rewards app. Students will be recognized for meeting the PBIS expectations and participate in choice activities or use their points to purchase items from a PBIS store. MS teaming will also build a positive school culture and environment. We also recognize our teachers monthly through Terrific Terrier Awards.

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

We communicate monthly with our SAC stakeholders, inviting all families and community members to the meetings. The information is shared through our school website. We communicate with parents using Connect Ed, our school website, the marquee, and various social media outlets (Facebook, Instagram, and Twitter). We also have an active PTSO that helps to build a partnership amongst our families. Our Media Specialist maintains our school website. The school's mission statement is on any

communication that is provided by the school (SAC agendas, etc.). The SEL TOA has created positive referrals to identify student's and staff that are demonstrating SEL. Our grade level counselors are assist with our students and families when students have social or emotional needs in school. They also have the ability to refer to community outreach organizations.

We have two representatives from The House Next Door on campus, they each serve 20 students with emotional or behavioral needs. They meet with these students weekly, and on an as-needed basis.

In addition, students will receive SEL instruction, where teachers address topics such as: teasing, violence, drugs, alcohol, anti-bullying, etc.

The Principal holds a Principal's Planning Session to discuss academics, behavioral plans, Early Warning Systems data and goals.

This year, many of our teachers and staff members have chosen one or more students (from our EWS report) to mentor on a weekly basis through Check and Connect. The mentors will work on building relationships with their mentees, checking in weekly, offering to help with school work and be a willing listener for students who might need a committed adult at school.