

Volusia County Schools

# Debary Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Debary Elementary School

88 W HIGHBANKS RD, Debary, FL 32713

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

## Demographics

**Principal: Stacy Gotlib J**

Start Date for this Principal: 10/2/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (61%) 2018-19: A (67%) 2017-18: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Volusia County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Debary Elementary School

88 W HIGHBANKS RD, Debary, FL 32713

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">32%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	A	A

## School Board Approval

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## SIP Authority

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

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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
Fraze, Leslie	Principal	
Cobb, Corrine	Assistant Principal	MTSS, School Improvement Plan, New Teacher Administrator,
Nicole, Strocchia	Instructional Coach	mentor new teachers, perform coaching cycles with teachers, provide interventions for lowest quartile students
LaCorte, Brittany	Instructional Coach	mentor new teachers, perform coaching cycles with teachers, provide interventions for lowest quartile students
baylor, jennifer	Teacher, ESE	Case load manager for our ESE students, instruct students and use student accommodations, PLC liaison
Sanford, David	Assistant Principal	Facilities, Discipline, Schedules
MARCUS, VALERIE	Teacher, K-12	
Holloway, Danielle	Teacher, K-12	

### Demographic Information

#### Principal start date

Friday 10/2/2020, Stacy Gotlib J

**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.*

4

**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.*

12

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

61

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

875

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

9

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

18

**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	163	137	163	149	127	142	0	0	0	0	0	0	0	881
Attendance below 90 percent	22	18	28	12	16	19	0	0	0	0	0	0	0	115
One or more suspensions	11	5	2	4	9	8	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	4	5	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	24	17	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	21	17	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	5	7	17	26	15	9	0	0	0	0	0	0	0	79

**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	7	2	6	10	17	12	0	0	0	0	0	0	0	54



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	3	0	0	0	2	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/24/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	1	6	9	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	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	88	127	100	93	110	116	0	0	0	0	0	0	0	634
Attendance below 90 percent	0	1	0	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	1	5	4	2	3	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	3	4	3	5	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	1	3	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	4	7	4	0	0	2	0	0	0	0	0	0	0	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	1	6	9	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	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	64%	53%	56%				66%	56%	57%
ELA Learning Gains	61%						66%	56%	58%
ELA Lowest 25th Percentile	36%						62%	46%	53%
Math Achievement	69%	42%	50%				72%	59%	63%
Math Learning Gains	72%						70%	56%	62%
Math Lowest 25th Percentile	49%						56%	43%	51%
Science Achievement	74%	55%	59%				80%	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	66%	58%	8%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	61%	54%	7%	58%	3%
Cohort Comparison		-66%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-61%				

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	64%	60%	4%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-64%				
05	2022					
	2019	84%	54%	30%	60%	24%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	56%	23%	53%	26%
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	29	45	35	38	50	27	36				
ELL	44	55		44	64						
ASN	63	70		69	80						
BLK	43	40		43	60	50					
HSP	67	61		64	74		83				
MUL	65	45		71	73						
WHT	65	64	43	72	72	45	74				
FRL	52	57	41	59	66	43	64				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	40	40	31	52	53	32				
ELL	47			43							
ASN	73			73							
HSP	57	59		57	35		47				
MUL	57			50							
WHT	69	55	48	66	71	65	76				
FRL	55	52	45	52	62	53	62				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	39	41	36	47	39	41				
ELL	64			73							
BLK	50	77		72	77						
HSP	60	64		70	76		60				
MUL	59	80		59	70						
WHT	67	65	60	73	69	50	83				
FRL	58	65	68	63	63	62	77				

### 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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8

<b>ESSA Federal Index</b>	
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	64
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	62
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	54
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?**

The trends we saw were the proficiency of ELA, Math, and Science maintained or increased percentages from 2021-22. Our LQ learning gains declined a great deal. Our subgroup students with disabilities decreased percentage in both ELA and Math.

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

Our lowest quartile students demonstrate our greatest need for improvement. ELA LQ learning gains declined from 47% to 36%. Math LQ learning gains decreased from 55% to 49%. Proficiency of lowest quartile SWD decreased from 2021 to 2022 from 40 to 35 in ELA. Proficiency of lowest quartile SWD decreased from 2021 to 2022 from 53 to 27 in Math.

**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 to this need for improvement are keeping to the master schedule so that intervention and ese support can intervene consistently with their designated students. Also, there is a need for designated collaborative planning time for teachers to dive into standards to align tasks appropriate for the grade level.

The new actions we will need to take is a deeper dive into the planning protocol for tier 1 instruction in addition to ensuring small group is occurring during ELA, intervention is taking place in both ELA and math. Planning for small group instruction time needs to be done prior to delivery in the classroom.

In order to plan for successful instruction, expectations need to be taught using our PBIS framework.

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

Based off of FSA Math proficiency increased by 7 percentage points from 63 to 69%. Math learning gains increased from 67% to 72%.

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

The contributing factors to this improvement was the use of assigning individual needed standards to students through IXL and Iready lessons. District personnel came to support teachers in forming groups to provide intervention. Two classes departmentalized utilizing strengths of teachers based on their content knowledge.

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

Teachers will need to be equipped with lowest quartile data, resources that are available for them to use, and time to monitor and track the data. Planning and preparation protocols will need to be delivered through professional learning for teachers to plan for rigorous and appropriate grade level, tier one instruction. MTSS will need to be implemented so all students are receiving the supports they need.

**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 involved in professional learning of an ELA and Math protocol for lesson planning, learning, navigating, and leading MTSS in their classrooms, and delivery of PBIS best practices. Teachers will also receive professional development on accommodations for ESE students.

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

A monitoring tool will be developed for finding trends based around our school improvement goals. As administration walks through classrooms using this tool, the school leadership team will look at trends across classrooms to determine next steps to keep improvement continuing.

**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 Small Group Instruction**

**Area of Focus**  
**Description and Rationale:** Our area of focus is aligned to the district strategic plan goal 1: Engage all students in high levels of learning.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Due to the decrease in lowest quartile learning gains on FSA, providing professional learning on small group instruction and a focus on intervention and ESE support our lowest quartile learning gains should increase. Our ELA LQ was 36% proficient which dropped from the previous year's percentage of 47.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** In the 2022-2023 school year Debary Elementary will increase the percentage of ELA lowest quartile learning gains reaching proficiency from 36% to 47% on the FAST PM 3.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** This area of focus will be monitored through fidelity of checks of the interventions that were selected to ensure the fidelity and integrity of implementation. Weekly PLCs will engage in data analysis of Lowest quartile students to determine the effect of the intervention. The instrument for data collection will be mastery tests for SIPPS, ORF and QPA. We will utilize the FAST PM 1, PM 2 and PM 3 to measure the fidelity and quality.

**Person responsible for monitoring outcome:**  
 Corrine Cobb (cacobb@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 for this area of focus is a robust multi-tiered system of supports. K-2 will implement SIPPS- a systematic foundational skills program. It will be monitored through fidelity checks through intervention time and the monitoring of mastery test data. Grades 3-5 will implement ORF and QPA. Teachers will use the decision trees based off DIBELS to determine the intervention needed.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for** MTSS is grounded in careful analysis of data collected through progress monitoring and data based decision making. The power of the 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 are outlined in John Hattie's work and can yield an effect size of 1.29 when implemented with fidelity. Schools will be provided with essential training in MTSS and its strategies to support student learning.



**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.

Professional learning of self assessment of MTSS. The school reads all components of successful MTSS and rates on a scale, to determine the school wide priorities to implement successful interventions and supports.

**Person Responsible** Corrine Cobb (cacobb@volusia.k12.fl.us)

PLC number 1 determined which base lines would be used by each grade level to determine students in each tier.

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

In PLC determine which students fall into tier 3 based off baseline data, decision trees and LQ report

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

PLC- Discuss with teachers what is occurring at the teacher table and what materials are being used

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

ERPL on Jan. 25th will be a deep dive on how to effectively use the planning protocol co-facilitated with the ELA department

**Person Responsible** Leslie Frazee (lfrazee@volusia.k12.fl.us)

Professional learning of self assessment of MTSS. The school reads all components of successful MTSS and rates on a scale, to determine the school wide priorities to implement successful interventions and supports.

**Person Responsible** Corrine Cobb (cacobb@volusia.k12.fl.us)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**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. In math our LQ was 49% proficiency which was a drop from the previous year's 55%.

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

In the 2022-2023 school year, Debary Elementary will increase the percentage of our lowest quartile reaching proficiency in math from 49% to 55% on the FAST.

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

This area of focus will be monitored through fidelity checks of the interventions base on our grade level decision trees to ensure fidelity and integrity of implementation. Every PLC will start with a data analysis of the LQ students to determine the effect of the intervention. Teachers will use data binders to monitor and track student progress of their interventions being implemented. We will use the Big Idea Chapter assessments in math to monitor progress of our LQ subgroup. The FAST PM 1, PM 2, and PM 3 will be used to monitor progress and to determine if students and teachers are on track.

**Person responsible for monitoring outcome:**

Corrine Cobb (cacobb@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 the district-wide multi tiered system of supports (MTSS). This will be monitored through fidelity checks during intervention time and monitoring of mastery test data. For intermediate grades we can use the i-ready diagnostics and for all grades we will use the Progress monitoring state assessment data.

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

Based on John Hattie's research, intervention for students using MTSS can yield an effect size of 1.29, when implemented with fidelity.

**Describe the 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.

At a PLC we will review students from the previous year on the district created LQ list and baseline assessments. ESE facilitator will share with teachers where to find math goals and how they support teachers by working on individual math goals with students based on their IEPs. They will also support the gen ed. curriculum. As the below professional development is delivered walk throughs will occur to monitor the implementation and provide feedback to teachers based off the instruction taking place in classrooms.

**Person Responsible** Strocchia Nicole (nsstrocc@volusia.k12.fl.us)

August 31st there is a district based ERPL focusing on accommodations to meet the needs of ESE identified students.

**Person Responsible** Strocchia Nicole (nsstrocc@volusia.k12.fl.us)

On October 19 at the School Based ERPL Shari Goodenough from the math department will come out to co-facilitate a training on using and diving into the math planning protocols. This will help ensure lessons are aligned.

**Person Responsible** Strocchia Nicole (nsstrocc@volusia.k12.fl.us)

ERPL on March 22 with be a continued review of the math planning protocol to ensure our tier 1 instruction is sound.

**Person Responsible** Strocchia Nicole (nsstrocc@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. We had 388 total referrals, which was an increase of 124 referrals from 2020-2021 school year. 119 students had at least 1 referral. 59 students had at least 2 referrals. 22 students had at least 5 referrals this accounted for 61% of our total referrals. 10 students had at least 10 referrals which accounted for 43% of or total referrals.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve.**

In the 2022-2023 school year, Debarry Elementary will decrease our discipline referrals by 25%

**This should be a data based, objective outcome.**

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

This area of focus will be monitored through the implementation of PBIS. Office discipline referrals will be monitored at the school level monthly during our PBIS team level meetings and then reviewed and shared on our weekly newsletter.

**Person responsible for monitoring outcome:**

David Sanford (dwsanfor@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured and monitored through office discipline referrals by the PBIS/MTSS leadership team and by the school based PBIS PLCs on a monthly basis.

**being implemented for this Area of Focus.**

**Rationale for Evidence-based**

**Strategy:** PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS implementation checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives a sense of what has been done and what needs to be done in the PBIS implementation process. The Benchmark of quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. These assessments contain 53-items divided into 10 critical elements that make up an effective PBIS Tier 1 system. Completion of the BOQ produces scale and subscale scores indicating the extent to which these critical elements are in place. Our school's initial scale score was 8 out of 107.

**Explain the rationale for selecting this specific strategy.**

**Describe the 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.

New Tier 1 schools were trained July of 2022. A PBIS team was formed.

**Person Responsible** David Sanford (dwsanfor@volusia.k12.fl.us)

PBIS kickoff during pre-planning. Presented the 4 expectations to the staff and discussed the PBIS handbook.

**Person Responsible** David Sanford (dwsanfor@volusia.k12.fl.us)

Dec. 7th ERPLs on MTSS/PBIS systems and structures. Create situations and follow up with the staff. Delivering PD on the discipline referral flowchart. Discussing interventions for behaviors and utilizing MTSS to monitor the interventions in place.

**Person Responsible** David Sanford (dwsanfor@volusia.k12.fl.us)

Monthly PBIS leadership team meeting to monitor student discipline and 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** David Sanford (dwsanfor@volusia.k12.fl.us)

Conduct walk through visits to classrooms to provide feedback on calm down corners and interventions being used to assist and prevent inappropriate behaviors. Utilize our behavior specialist during the walk throughs to assist with feedback.

**Person Responsible** David Sanford (dwsanfor@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 school wide expectations through PBIS, Positive Behavior Intervention Support, is part of addressing a positive school culture. Classes will be able to earn Eagle Bucks to earn incentives by displaying our school wide expectations.

A faculty handbook was given to all faculty explaining expectations. Sunshine, faculty staff shout outs, teacher appreciation week, and an increase in teacher voice will build a stronger positive school culture. Increased administration visibility.

Increase communication through faculty meetings and PLC liaisons.

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

Administration, Teachers, Paras, Office Staff, students, community members including PTO and volunteers are the stakeholders.

Administration's role is to provide clear expectations of teachers and students across campus and to hold those accountable.

Teachers' role is to provide clear expectations to students and hold all students accountable.

Office Staff's role is to provide red carpet service providing parents with a great first impression and following up with parent communication.

Paras role is to support students and provide support to classroom teachers ensuring they are utilizing the same expectations to the students.

Students' role is to following our four school wide PBIS Eagle expectations, Be responsible, be respectful, be safe and be kind.

Community members' role is to support our faculty and staff. Business partners can help our teachers stay motivated by providing teacher and staff incentives.