

Volusia County Schools

South Daytona Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

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

Demographics

Principal: Katherine Lowrey T

Start Date for this Principal: 6/8/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: D (37%) 2017-18: C (43%)
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	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

To ensure higher levels of learning for all students.

Provide the school's vision statement.

South Daytona Elementary will be a positive, safe Professional Learning Community through the collaborative, trusting relationships of the students, staff and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and life long learning. Success for all is our priority and commitment.

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
Bronson, Adrian	Principal	Coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Jilka, Jane	Assistant Principal	Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. Assists the Principal to manage employees in the elementary school. Supports the Principal in setting the overall direction, coordination and evaluation of the staff within the school.
Lowrey, Katie	Assistant Principal	Ensures a safe, pleasant and effective educational atmosphere, provides discipline as necessary and enforces school policy. Assists the Principal to manage employees in the elementary school. Supports the Principal in setting the overall direction, coordination and evaluation of the staff within the school.
Conyers, Heather	Reading Coach	Observe instructional delivery and providing feedback to enhance and support the development of each reading teacher's content area Support reading teachers in the design of units and lessons for the development of lessons, Analyze data in order to modify curriculum and forms of assessment to meet students' needs, Work with the academic staff (grade level chairs, assistant principals, principals) in the to support sharing of best practices.
Curylo, James	Math Coach	Observe instructional delivery and providing feedback to enhance and support the development of each math teacher's content area Support math teachers in the design of units and lessons for the development of lessons, Analyze data in order to modify curriculum and forms of assessment to meet students' needs, Work with the academic staff (grade level chairs, assistant principals, principals) in the to support sharing of best practices.
Nave, Mary	Teacher, Adult	Provide students with direct instructional support using the Response to Intervention framework.

Demographic Information

Principal start date

Tuesday 6/8/2021, Katherine Lowrey T

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

55

Total number of students enrolled at the school

759

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.

26

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	117	130	118	147	120	110	0	0	0	0	0	0	0	742
Attendance below 90 percent	108	21	17	18	11	15	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	12	6	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	4	8	6	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	23	41	0	0	0	0	0	0	0	74
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	33	35	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	0	1	3	0	0	0	0	0	0	0	0	0	0	4

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	1	0	7	18	16	0	0	0	0	0	0	0	42

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	1	2	10	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/17/2022

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	82	90	90	81	78	66	0	0	0	0	0	0	0	487
Attendance below 90 percent	3	5	4	2	5	1	0	0	0	0	0	0	0	20
One or more suspensions	8	5	7	7	4	7	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	0	4	9	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	13	2	7	4	2	5	0	0	0	0	0	0	0	33
	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	0	0	0	4	6	10	0	0	0	0	0	0	0	20

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	0	0	0	0	0	0	0	0	0	0	3
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	82	90	90	81	78	66	0	0	0	0	0	0	0	487
Attendance below 90 percent	3	5	4	2	5	1	0	0	0	0	0	0	0	20
One or more suspensions	8	5	7	7	4	7	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	0	4	9	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	13	2	7	4	2	5	0	0	0	0	0	0	0	33
	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	0	0	0	4	6	10	0	0	0	0	0	0	0	20

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	0	0	0	0	0	0	0	0	0	0	3
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	40%	53%	56%				44%	56%	57%
ELA Learning Gains	48%						44%	56%	58%
ELA Lowest 25th Percentile	42%						37%	46%	53%
Math Achievement	43%	42%	50%				44%	59%	63%
Math Learning Gains	51%						30%	56%	62%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	54%						25%	43%	51%
Science Achievement	40%	55%	59%				38%	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	53%	58%	-5%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	41%	54%	-13%	58%	-17%
Cohort Comparison		-53%				
05	2022					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-41%				

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	60%	60%	0%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	36%	59%	-23%	64%	-28%
Cohort Comparison		-60%				
05	2022					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	56%	-18%	53%	-15%
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	19	36	39	19	30	40	15				
BLK	26	39	45	24	42	50	21				
HSP	46	47		39	53						
MUL	30	61		37	63	55	27				
WHT	51	52	31	56	54	50	60				
FRL	41	50	39	40	52	55	40				
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	15	37	45	12	39	33	27				
ELL											
BLK	32	33		26	23		27				
HSP	38			24							
MUL	44			42							
WHT	57	61		57	55		63				
FRL	46	47	46	41	39	29	47				
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	12	32	42	17	19	14	11				
ELL	25	36		36	50						
BLK	30	36	31	26	23	24	15				
HSP	35	48		38	50		43				
MUL	44	47		36	18						
WHT	54	50	44	59	32	30	57				
FRL	39	41	30	40	28	24	34				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
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	51
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	45
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?

Overall student proficiency on the 2021-2022 FSA decreased in ELA and science from 46% to 40% and 49% to 40% respectively. Overall Math proficiency remained the same at 43%. Learning gain in math increased from 39% to 51% with 54% of our lowest quartile math students making learning gains compared to 29% in 19-20.

When reviewing the three-year trend of FSA scores for years 2019, 2021, and 2022, the following was noted:

ELA proficiency decreased from 44% to 40%. ELA LG increased from 44% to 48%. LQ LG increased from 37% to 42%.

Math proficiency during this same time period decreased from 44% to 3%. Math LG increased from 30% to 51%. Math LQ LG increased from 22% to 54%.

Though science increased from 38% proficient to 49% proficient in 2021, there was a 9% decrease to 40% proficiency in 2022.

On iReady diagnostic 3 for the 2021-2022 school year, students in grades 3, 4, and 5 showed a 23% increase in math proficiency from 24% to 47%. Similarly, students in grades 3, 4, and 5 showed a 16% increase in reading proficiency from 31% to 47%.

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

When analyzing student cohort groups for FSA and progress monitoring data, overall science proficiency decreased from 49% to 40% and overall ELA proficiency decreased from 46% to 40%. Math proficiency remained the same at 43%.

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

Walkthrough trends show a lack of explicit and intentional instruction aligned to the intended learning of the standards. Planning sessions were happening; however, implementation of aligned instruction was not consistent. High teacher turn-over and frequent teacher absences also contributed to lack of consistency and fidelity with Tier 1 instruction. New actions will include an increased focus on Tier I instruction with standards aligned lessons and effective implementation of research-based pedagogical practices as modeled by academic and math coach and district personnel.

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

According to FSA data, Learning gain in math increased from 39% to 51% with 54% of our lowest quartile math students making learning gains compared to 29% in 19-20.

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

An increased focus on small-group math instruction along with fact fluency and number sense. School-wide challenges for proficiency on i-ready math lessons and increased celebrations of student achievement on district math assessments.

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

Walk-to-Intervention and Enrichment will take place during the school day with built-in time in the master schedule. Acceleration and enrichment activities for ELA, Math, and Science take place in the general education classrooms. Students are challenged to surpass individual student goals on Reflex Math and Frax. STEM days and evening events will occur quarterly through the school year to allow for application of science content skills.

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

Professional development will focus on several areas, including:
Using Best Practices for Inclusion to Teach ALL Students-Participants will learn various strategies and supports to increase student success in the general education classroom.
Hands-on science activity implementation related to nature of science standards.
Math B.E.S.T. standards and Big Ideas textbook training.

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

In order to provide continuity, an increased focus on teacher retention and effectiveness will be provided by strategic, focused PLCs and New Dragon trainings in relation to trends indicated by learning walks and student proficiency data on district assessments and the state APM. .

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.

Based on 21-22 FSA data our ELA proficiency decreased from 46% to 40%. Our main ESSA subgroup of concern is Students with Disabilities (SWD) with only 19% demonstrating proficiency. Similarly, our ESSA subgroup of African American students only 26% demonstrating proficiency.

21-22 FSA Math proficiency remained the same at 43%. Our main ESSA subgroup of concern is Students with Disabilities (SWD) with only 19% demonstrating proficiency. Similarly, our ESSA subgroup of African American students only 24% demonstrating proficiency.

In Science, proficiency decreased from 52% to 43%. Our main ESSA subgroup of concern is Students with Disabilities (SWD) with only 15% demonstrating proficiency. Similarly, our ESSA subgroup of African American students only 21% demonstrating proficiency.

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

In the 22-23 school year we will achieve 54% overall proficiency (the scores necessary to earn a school grade of a "B") in ELA, Math, and Science on the F.A.S.T. APM. Though ESSA subgroups are not specifically noted in the overall proficiency, it is expected that the focus on effective Tier I instruction will increase proficiency in each of the ESSA subgroups.

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

This Area of Focus will be monitored through Fidelity Checks based on district monthly assessments and growth from APM 1 to APM 2. Evidence of impact will be determined through frequent administrative learning walks utilizing the Charlotte Danielson Framework for Instruction.

Person responsible for monitoring outcome:

Adrian Bronson (apbronso@volusia.k12.fl.us)

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

Increase teacher clarity through the Implementation of standards-aligned lessons in ELA, Math, and Science.

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

According to John Hattie, teacher clarity has an effect size of 0.75. With the hinge point of 0.40 representing 1-year's worth of student growth, 0.75 will equate to 1.8-years' growth in student proficiency.

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.

Redesign learning walk/feedback tool for use in classrooms to provide actionable feedback and to determine fidelity with standards-aligned lessons in reading, math and science.

Person Responsible

Katie Lowrey (ktlowrey@volusia.k12.fl.us)

Conduct quarterly data reviews with individual teachers to determine individual student needs.

Person Responsible Katie Lowrey (klowrey@volusia.k12.fl.us)

Conduct coaching cycles with new teachers to provide modeling and feedback with pedagogical practices.

Person Responsible Heather Conyers (hconyer@volusia.k12.fl.us)

Develop a system of data tracking and analysis to assist teachers in developing standards -specific lessons and interventions to target student needs.

Person Responsible Katie Lowrey (klowrey@volusia.k12.fl.us)

Conduct weekly walk-throughs/learning walks to increase administrative awareness and accountability in regards to feedback and development.

Person Responsible Adrian Bronson (abronso@volusia.k12.fl.us)

Conduct professional learning for all faculty and staff regarding standards aligned lessons for ELA.

Person Responsible Adrian Bronson (abronso@volusia.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Supports (PBIS)

Area of Focus

Description and Rationale:

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

According to discipline data for the 2021-2022 school year, there were 616 referrals written resulting in 174 days of out of school suspension.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

In the 22-23 school year we will decrease the number of referrals written by 25% from 616 to 474 and the number of days of out-of-school-suspension by 35% from 174 days to 114 days.

Monitoring:

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

This area of focus will be monitored through quarterly discipline data and school climate surveys from all stakeholders (parents, students, faculty, staff, community members).

Person responsible for monitoring outcome:

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

Adrian Bronson (apbronso@volusia.k12.fl.us)

Evidence-based Strategy:

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

SDE will implement an effective system of Positive Behavior Interventions and Supports (PBIS)) in alignment with the Volusia Strategic Plan

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

According to the Florida PBIS Project, PBIS is the only approach for supporting student behavior that is called for by the Individuals with Disabilities Education Act (IDEA, 2004: 20 U.S.C. § 1400 (2004)). This federal law urges schools to implement PBIS as a whole-school approach, as well as with individual students who have challenging behavior. More recently, the U.S. Department of Education (OSERS) issued “significant guidance” through a Dear Colleague letter specifying that PBIS MUST be considered whenever a child’s behavior results in classroom disruptions or violations of the code of conduct (p.4), and encourages schools to utilize PBIS strategies in place of exclusionary disciplinary measures.

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.

A team of faculty and staff will revise the current PBIS structures and procedures and provide campus-wide training for common and consistent language.

Person Responsible Jane Jilka (jejilka@volusia.k12.fl.us)

Increase parent involvement and on-campus presence through implementation of Dragon P.A.L.S. (Parents Actively Lending Support)

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Provide CHAMPS training to teachers with 15 or more referrals.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

#3. 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.

In reviewing our 2021-2022- FSA ELA data, our main ESSA subgroup of concern is Students with Disabilities (SWD) with only 19% demonstrating proficiency. Similarly, our ESSA subgroup of African American students only achieved 26% proficiency.

In math, FSA data indicated that 19% of our SWD demonstrated proficiency. Similarly, our ESSA subgroup of African American students only achieved 24% proficiency.

In science, only 15% of our SWD demonstrated proficiency. Similarly, our ESSA subgroup of African American students only achieved 21% proficiency.

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

On progress monitoring assessments, the goal for the ESSA subgroups of SWD and AA students will be 41% in reading, math, and science (using SchoolCity platform to progress monitor this outcome).

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

This Area of Focus will be monitored through Fidelity Checks based on district monthly assessments and growth from APM 1 to APM 2. Evidence of impact will be determined through frequent administrative learning walks utilizing the Charlotte Danielson Framework for Instruction.

Person responsible for monitoring outcome:

Katie Lowrey (klowrey@volusia.k12.fl.us)

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

SDE will implement an effective system of multi-tiered system of supports (MTSS) in alignment with the Volusia Strategic Plan

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

Historically, SWD and our black student subgroups perform below our other subgroups. A Multi-Tiered System of Supports (MTSS) refers to all of the instructional strategies, interventions, and other resources that are used to help all students achieve. An effective system blends contextually relevant academic and behavior supports to create effective environments that address a range of student needs. Implementation of an effective MTSS system will provide students with the supports they need to be successful.

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.

Teachers will participate in an ESE department ERPL: Using best practices for inclusion to teach ALL students in which participants will learn various strategies and supports to increase student success in the general education classroom. .

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Teachers will participate in a series of district-designed MTSS professional development sessions to determine current practices, areas of focus, and to develop a system of effective MTSS to support students as part of the VCS Strategic Plan.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Teachers and administration will participate in trainings to develop a deeper understanding of the Math B.E.S.T Standards to provide effective, standards-aligned Tier 1 instruction with Tier 2 and 3 supports.

Person Responsible James Curylo (jacurylo@volusia.k12.fl.us)

Teachers and administration will participate in trainings to develop a deeper understanding of the ELA B.E.S.T Standards to provide effective, standards-aligned Tier 1 instruction with Tier 2 and 3 supports.

Person Responsible Heather Conyers (hmconyer@volusia.k12.fl.us)

Develop a system of data tracking and analysis to assist teachers in developing standards -specific lessons and interventions to target student needs.

Person Responsible Katie Lowrey (kflowrey@volusia.k12.fl.us)

Utilize data protocol associated with School City to maintain visibility of ESSA subgroup performance on all district assessments entered into the platform.

Person Responsible Katie Lowrey (kflowrey@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

On the end-of-year iReady diagnostic, the following levels of proficiency were noted: KG-61% on or above grade level; grade 1-36% on or above grade level; grade 2-26% on or above grade level. ESSA subgroups proficiency levels were as follows: SWD: KG- 40% on or above grade level; grade 1-15% on or above grade level; 2nd grade-0% on or above grade level; Black/African American- KG-51% on or above grade level;; grade 1-33% on or above grade level;; 2nd grade-13% on or above grade level.

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

As indicated on the 2021-2022 FSA, 60% of students in grades 3-5 were below a level 3. Our main ESSA subgroup of concern is Students with Disabilities (SWD) with only 19% demonstrating proficiency. Similarly, our ESSA subgroup of African American students only 26% achieved proficiency. These deficits will be addressed by increasing teacher clarity through the implementation of standards-aligned lessons in ELA based on the B.E.S.T. standards. According to John Hattie, teacher clarity has an effect size of 0.75. With the hinge point of 0.40 representing 1-year's worth of student growth, 0.75 will equate to 1.8-years' growth in student proficiency.

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)

In the 22-23 school year we will achieve 54% proficient(the scores necessary to earn a school grade of a "B") in ELA on the Renaissance APM.

Grades 3-5: Measureable Outcome(s)

In the 22-23 school year we will achieve 54% proficient (the scores necessary to earn a school grade of a "B") in ELA on the F.A.S.T. APM.

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 Fidelity Checks based on district monthly assessments and growth from APM 1 to APM 2.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bronson, Adrian, apbronso@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?

-Standards aligned lessons

-Effective MTSS practices to determine student academic needs utilizing district ELA decision tree to provide specific interventions (SIPPS; Road to the Code; etc.)

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?

A Multi-Tiered System of Supports (MTSS) refers to all of the instructional strategies, interventions, and other resources that are used to help all students achieve. An effective system blends contextually relevant academic and behavior supports to create effective environments that address a range of student needs. Implementation of an effective MTSS system will provide students with the supports they need to be successful. "Standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained and guides teachers in the process of assessment.

Standards based instruction guides the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon

learning targets. Expectations for student learning are mapped out with each prescribed standard."- Professional Learning Board

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
Teachers will participate in a series of district-designed MTSS professional development sessions to determine current practices, areas of focus, and to develop a system of effective MTSS to support students as part of the VCS Strategic Plan.	Bronson, Adrian, apbronso@volusia.k12.fl.us
Teachers and administration will participate in trainings to develop a deeper understanding of the ELA B.E.S.T Standards to provide effective, standards-aligned Tier 1 instruction with Tier 2 and 3 supports.	Conyers, Heather , hmconyer@volusia.k12.fl.us
Develop a system of data tracking and analysis to assist teachers in developing standards -specific lessons and interventions to target student needs.	Lowrey, Katie, klowrey@volusia.k12.fl.us
Utilize data protocol associated with School City to maintain visibility of ESSA subgroup performance on all district assessments entered into the platform.	Lowrey, Katie, klowrey@volusia.k12.fl.us
Redesign learning walk/feedback tool for use in classrooms to provide actionable feedback and to determine fidelity with standards-aligned lessons in reading.	Lowrey, Katie, klowrey@volusia.k12.fl.us
Conduct quarterly data reviews with individual teachers to determine individual student needs.	Lowrey, Katie, klowrey@volusia.k12.fl.us
Conduct coaching cycles with new teachers to provide modeling and feedback with pedagogical practices.	Conyers, Heather , hmconyer@volusia.k12.fl.us
Develop a system of data tracking and analysis to assist teachers in developing standards -specific lessons and interventions to target student needs.	Lowrey, Katie, klowrey@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.

South Daytona Elementary is creating a positive school culture and environment by implementing strategies that meet the needs of all students. SDE is a Positive Behavioral Interventions and Supports, PBIS, school. We have developed common expectations for the hallways and café. These are posted around the school and are discussed and modeled many times with our students. By doing this, our students learn what is expected of them in all areas and make better choices. Our main goal is to build a school environment where positivity can be seen daily. Having a positive behavior system in every classroom will decrease disruptions and increase the success of our students. Students have the opportunity of earning rewards for positives behavior. We have individual student rewards, classroom rewards and positive referrals.

We have hired a SEL TOA to be part of our special area rotation for kindergarten through 3rd grade. During these special area rotation students participate in social emotional learning lessons. Additionally, our SEL TOA pulls small groups for our 4th and 5th grade students providing them with SEL lessons and helping them develop skills such as empathy, reliability, respect, concern, and a sense of humor. Our classroom teachers are delivering SEL lessons weekly during social studies. Teachers have access to many different resources to use for these SEL lessons including Caring School Community, Sanford Harmony, and Benchmark Advance SEL lessons. Our two school counselors are supporting students with these lessons and following up with teachers on the implementation of the strategies that are being taught.

Our PBIS program has been revised to focus on four school-wide expectations with training provided to all stakeholders, teachers, office staff, custodians, cafe staff.

The Kindness Crew is continuing for the 2022-2023 school year. Kindness Crew is a kindness-based leadership program specifically designed for elementary schools. The goal of the kindness crew is to create a team of students in our school with the sole purpose of inspiring and carrying out acts of kindness throughout our entire student body.

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

Administration Team plays an important role in developing the culture of a school. The school leaders set the tone of school by developing the norms, values, attitudes, behaviors, and traditions. The culture develops as everyone interact and work together. Our administration team is transparent by clarifying their non-negotiable and expectations for our teachers, parents, students, and staff.

School Counselors and academic coaches support teachers with implementing a positive behavior system within each classroom and assist with SEL lessons.

Teachers will implement a positive behavior system within their classroom. Teachers will teach weekly SEL

lessons that help students develop qualities such as empathy, reliability, respect, concern, and a sense of humor. Teachers will model the behavior they wish to see in their classroom.

Students are expected to engage in SEL lessons so that they can make more ethical decisions, maintain positive relationships, set and achieve goals at school and at home, and manage their emotions.

Parents are being asked to participate in meaningful activities at our school. Parents run our PTA and are members of our SAC team. We also would like them to participate in school fundraisers. We are asking parents to be involve in our school culture, by giving them a platform for feedback on classroom activities or school programs.

A new program this year is the Dragon P.A.L.S, (Parents Actively Lending Support). Parents are encouraged to volunteer and have a presence on campus to promote positivity and help students see more positive, caring adults and to assist in preventing bullying.