Turie T. Small Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Turie T. Small Elementary School

800 SOUTH ST, Daytona Beach, FL 32114

http://myvolusiaschools.org/school/turietsmall/pages/default.aspx

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Turie T. Small Elementary family will create an academic, safe, and respectful environment to ensure our children will learn and reach their full potential to compete in our global society.

Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Boyd-Walker, Joy	Principal	Oversee all areas of SIP
Rushing, Christopher	Assistant Principal	Oversee implementation of plan
Milton, Yoder	Instructional Coach	Coach teachers using a tiered support system to build instructional capacity Support with interventions
Morrow, Porscha	Other	Fourth grade core teacher
Jackson, Shaunia	Math Coach	Coach teachers in Math using a tiered support system to build teacher capacity

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council meets monthly to review the SIP. School staff, parents, community and business stakeholders participate in developing the SIP by attending SAC meetings and discussing school improvement goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored through walkthroughs, observations, coaching cycles, and student data to determine evidence of impact. The SIP will be reviewed and modified with admin, coaches, teachers, faculty, staff, parents, and community and business affiliates monthly and as necessary.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	10	22	25	36	18	0	0	0	111
One or more suspensions	0	1	5	5	10	4	0	0	0	25
Course failure in English Language Arts (ELA)	0	0	0	0	5	4	0	0	0	9
Course failure in Math	0	0	0	0	6	6	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	1	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	1	0	0	0	1
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	11	9	0	0	0	21

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	0	16	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	33	33	37	35	31	0	0	0	204
One or more suspensions	16	16	6	14	12	16	0	0	0	80
Course failure in ELA	0	0	0	9	3	3	0	0	0	15
Course failure in Math	0	0	0	7	3	7	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	36	41	25	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	37	45	31	0	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	19	19	17	17	18	0	0	0	100

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	21	13	32	30	25	0	0	0	136

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	33	33	37	35	31	0	0	0	204
One or more suspensions	16	16	6	14	12	16	0	0	0	80
Course failure in ELA	0	0	0	9	3	3	0	0	0	15
Course failure in Math	0	0	0	7	3	7	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	36	41	25	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	37	45	31	0	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	19	19	17	17	18	0	0	0	100

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	21	13	32	30	25	0	0	0	136

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	52	53	27	53	56	28		
ELA Learning Gains				37			40		
ELA Lowest 25th Percentile				26			36		
Math Achievement*	38	55	59	28	42	50	34		
Math Learning Gains				40			32		
Math Lowest 25th Percentile				36			42		
Science Achievement*	52	62	54	34	55	59	30		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	45	60	59	69			50		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	297
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	35	Yes	2	
AMI				
ASN				
BLK	28	Yes	2	2
HSP	41			
MUL	53			
PAC				
WHT	53			
FRL	37	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	1
ELL	26	Yes	1	1
AMI				
ASN				
BLK	30	Yes	1	1
HSP	36	Yes	1	
MUL	28	Yes	1	1
PAC				
WHT	51			
FRL	37	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			38			52					45
SWD	12			19			18				4	
ELL	30			30							3	45
AMI												
ASN												
BLK	16			32			44				4	
HSP	37			37							3	50
MUL	55			50							2	
PAC												
WHT	40			55			64				3	
FRL	25			36			49				5	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	37	26	28	40	36	34					69
SWD	10	24	6	14	31	29	16					
ELL	0			9								69
AMI												
ASN												
BLK	24	37	22	25	40	36	28					
HSP	15	36		22	38							67
MUL	33			22								
PAC												
WHT	52	44		56	53							
FRL	26	35	26	27	40	39	32					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	40	36	34	32	42	30					50
SWD	14	23		19	31		17					
ELL												50
AMI												
ASN												
BLK	24	34		29	28	50	29					
HSP												
MUL												
PAC												
WHT	52			60								
FRL	27	38	36	33	30	42	28					50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	53%	-21%	54%	-22%
04	2023 - Spring	23%	57%	-34%	58%	-35%
03	2023 - Spring	29%	53%	-24%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	30%	59%	-29%	61%	-31%
05	2023 - Spring	46%	55%	-9%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	61%	-12%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the PM3 ELA data component there was a 1% decrease in academic achievement from 28% to 27% from prior years data.
The factors that contributed to performance data was inexperience with standards aligned instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the prior year FAST PM 3 data the component that showed the greatest decline from the prior year was 4th ELA proficiency from 26% to 24%. Based on ELA and Math data it demonstrated that fourth grade was the lowest performing grade level with a 23% proficiency in ELA and 30% proficiency in Math. The factors that contributed to the decline were: lack of standards aligned instruction and discipline factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The FAST PM 3 component that showed the greatest gap was 4th grade ELA and Math in relation to the state average. ELA was at 23% compared to the state proficiency of 58% for 4th grade. For Math the

proficiency was 30% compared to the state at 61%. The factors were lack of standards aligned instruction and discipline factors.

Which data component showed the most improvement? What new actions did your school take in this area?

According to PM 3 FAST data the component that demonstrated the most improvement was 5th grade ELA at 32% and 5th grade Math at 46%.
We observed an increase in overall 5th grade proficiency due to the implementation of departmentalization, additional intervention supports, systematic and structured collaborative planning, the use of PLCC to discuss/analyze data, and intentional standard aligned instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data an area of concern is excessive absences and discipline. Based on EWS data third grade students accounted for 36 out of 142 absences below 90%. 10 out of 30 students' suspensions derived from 3rd grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The systems that have the highest need is:
Planning/Instruction (MTSS/ Problem Solving)
PBIS (Discipline, Attendance, Culture)
Coaching

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the FAST PM 3 data reviewed, standards aligned instruction in ELA and Math were critical areas of need. During our walkthroughs from the previous years and based on our gap analysis we determined that benchmark aligned instruction was an area of improvement as evidenced by our ELA and Math proficiency scores. Our ELA achievement score was 27% proficiency and Math score was 28% proficiency. Coaching cycles, standards aligned instruction in ELA and Math will be monitored frequently.

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

By November of 2023 50% of 3rd-5th grade students will be on grade level on VBA 1. In January of 2024 70% of students will score 70% or higher on PM 2. By January 2024, 90% of classroom teachers will provide students standards-aligned tasks as evidenced by walkthroughs. By April of 2024 the number of teachers receiving tier 2 or tier 3 support will decrease by 80%. In May of 2024 85% of students will be on grade level on PM 3.

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

The school leadership team will review professional learning community collaborative minutes weekly to provide support and feedback to teachers as they are preparing for delivery. Administration and team will utilize look- fors to guide walk throughs in ELA and Math. Administration and Coaches will use feedback to determine evidence of implementation and feedback to determine if coaching is making an impact. Teachers will engage in professional learning to provide training on standards aligned instruction. Coaches will support teachers with professional development to increase standards aligned instruction. Weekly walkthroughs, district, and state student data will provide evidence of impact.

Person responsible for monitoring outcome:
Joy Boyd-Walker (jrboyd1@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention will include:
Learning walk and look for tools to assess benchmark aligned instruction.
Professional developments that are aligned to help improve instruction and student learning.
Refining of the coaching system which includes coaching cycles, and documents to hold all coaches accountable.

Math interventions will be centered around benchmarks that fall below 70% proficiency in grades K-5. A bi-weekly learning walk will be for planned and scheduled for execution.
In order to decrease the number of students requiring Tier III interventions, coaches will model and build a more cohesive structure during collaborative planning. Collaborative planning for grades K-4 will be facilitated by the academic coaches and resource teachers.

During collaborative planning the ELA coach will support the teachers with using data dashboard or performance matters to select the 5 lowest benchmarks from the ELA Unit assessments and VBA to remediate and drive intervention. SIPPS, Magnetic, Rally and Being a Reader are all tracked on an excel spreadsheet and the data is discussed during the first 15 minutes of every professional learning community collaboration. A half day planning will be scheduled during the second quarter for a thorough

intervention and ongoing progress monitoring session with every grade level.

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

The rationale for utilizing the walkthrough tool is to determine if instruction is aligned to benchmarks. Through the walkthroughs administration and coaches will be able to provide additional support through professional development or refining coaching assistance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier instructional support for all teachers
Planning
Professional Development in standards aligned instruction
Coaching Cycles
Weekly Collaborative Planning
Weekly Coach Led Common Planning

Person Responsible: Christopher Rushing (cjrushin@volusia.k12.fl.us)

By When: September 1st, 2023, ongoing progress monitoring will continue throughout the year.

School leadership team including principal, assistant principal, TOA, and coaches will introduce, follow, and monitor the use of look-fors that the district provided for all schools in VCS.

Person Responsible: Christopher Rushing (cjrushin@volusia.k12.fl.us)

By When: Beginning on 8/14/2023, will continue to monitor throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The lowest preforming subgroups had the highest attendance and discipline percentages. Based on the early warning systems data, 7 of the lowest quartile students had 2 or more referrals during the 22-23 school year. 3 of these students had more than 3 days of suspension for the school year. The average number of students absent for the 22-23 school year was 56 per day. 111 total students were absent 10% or more days.

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

We plan to decrease the number of excessive absences by 95% on or before May 2024. We also plan on decreasing the number of discipline referrals by 95% on or before May 2024. Excessive absences has a direct impact on student achievement.

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

This area of focus will be monitored using EWS attendance reports from office clerk and discipline data from administration.

Person responsible for monitoring outcome:

Christopher Rushing (cjrushing@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS will continue to be utilized to reward students for exhibiting positive behaviors, who follow the Bulldog Bark-Be cooperative, Accept responsibility, Respect yourself and others, and Keep safety first. Students can earn positive referrals, and brag tags. There will be student and teacher of the month rewards for students that have perfect attendance. Expectation assemblies will be held to teach procedures and will be revisited quarterly
Attendance challenges, Perfect attendance certificates, Punch cards- Students who show up every day on time for the month of September will receive a hole punch. Teacher buddy system was implemented to reduce referrals by teaming up with a colleague to send students to an alternate classroom for reflection and de-escalation. Attendance letters are shared with our SEL TOA, school counselor and admin. Daily absences, tardies, and goals are posted daily in the front of the school.

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

Turie T. Small decreased in the number of excessive absences from the 2021-2022 school year to the 2022-2023 school year. Restorative practices such as the reflection room where students who were disruptive or made poor decisions was implemented. Also, attendance challenges, quarterly celebrations, and teacher recognition also contributed to the decline in absences. Students who exhibit positive behaviors, improved behaviors and attended school regularly were incentivized. PBIS that was in place

last year showed favorable results. Therefore, we will continue the programs that were in place and include more incentives and the frequency of when we recognize students as well as teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Community Partnerships
PBIS for students and staff
Weekly and quarterly incentives and events targeting decrease in absences and discipline
Mentoring
Coaching in classroom management
Family parent nights
Weekly parent communication
Family home visits
Funding
Community Partnerships
Consistency

Person Responsible: Christopher Rushing (cjrushin@volusia.k12.fl.us)

By When: This will be completed by May 31, 2024.

No description entered

Person Responsible: [no one identified]
By When:

No description entered

Person Responsible: [no one identified]
By When:

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Based on the completed needs assessment conducted in June 2023, it was determined that the prioritized need is in the area of tutoring, planning, coaching and professional learning with a focus on highly effective instruction. All district and state granted funds have been allocated to focus on the above. A strategic coaching cycle has been implemented, both coaches were retained from the previous year, forty five additional tutoring minutes have been added to the end of the school day and professional learning sessions will be conducted by educators with a state VAM score of effective or highly effective.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Instructional practice specifically related to ELA. Based on the FAST PM 3 data reviewed, standards aligned instruction in ELA were critical areas of need. During our walkthroughs from the previous years and based on our gap analysis we determined that benchmark aligned instruction was an area of improvement as evidenced by our ELA proficiency scores. Our ELA achievement score was 27% proficiency score was 28% proficiency. Coaching cycles, standards aligned instruction in ELA will be monitored frequently.

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

Instructional practice specifically related to ELA. Instructional practice specifically related to ELA. Based on the FAST PM 3 data reviewed, standards aligned instruction in ELA were critical areas of need. During our walkthroughs from the previous years and based on our gap analysis we determined that benchmark aligned instruction was an area of improvement as evidenced by our ELA proficiency scores. Our ELA achievement score was 27% proficiency score was 28% proficiency. Coaching cycles, standards aligned instruction in ELA will be monitored frequently.

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 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 Measurable Outcomes

By November of 2023 the percentage of on grade level K-2 students will increase from 31% to 41% based on the data collected from the STAR assessment. By January 2024, 51% of students will perform

on grade level after intensive intervention and instruction based on PM 2 data. In May of 2024 60% of students will be performing on grade level by PM 3.

By January 2024, 90% of classroom teachers will have received intensive coaching support and be able to efficiently provide standards-aligned tasks as evidenced by walkthroughs. By April 2024, the number of teachers receiving tier 2 or tier 3 support will decrease by 80%.

Grades 3-5 Measurable Outcomes

By November of 2023 the percentage of on grade level 3rd-5th grade students will increase from 31% to 41% based on the data collected from the Volusia Benchmark Assessment (VBA 1). By January 2024, 51% of students will perform on grade level after intensive intervention and instruction based on PM 2 data. In May of 2024 60% of students will be performing on grade level by PM 3.

By January 2024, 90% of classroom teachers will have received intensive coaching support and be able to efficiently provide standards-aligned tasks as evidenced by walkthroughs. By April 2024, the number of teachers receiving tier 2 or tier 3 support will decrease by 80%.

Monitoring

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 impact student achievement outcomes.

The school leadership team will conduct a weekly review of professional learning community collaborative minutes to provide support and feedback to teachers as they prepare for delivery. The principal leadership team consisting of all administrative staff and both academic coaches will utilize a strategically designed look- for tool to guide learning walks in ELA and Math. The team will use the collected feedback to determine evidence of implementation to determine if coaching is making an impact for the desired outcomes. Teachers will engage in professional learning conducted by effective and highly effective teachers on standards aligned instruction. Coaches will base their interactions and follow up support on the collected evidence in their daily coaching logs. The desired outcome is positive change in teacher practice and an overall increase in student learning. Weekly intentional learning walks, district, and state student data will provide evidence of impact.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Boyd-Walker, Joy, jrboyd1@volusia.k12.fl.us

Evidence-based Practices/Programs

Description:
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. §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?

Planning - Coach lead common and collaborative planning
Coaching - Reflective conferences with teachers, standing meetings with coaches, observations, tiered coaching plan, documented feedback, coaching logs, and a variety of coaching methods.
Instruction & intervention- Magnetic, I-ready, SIPPS, Benchmark, UFLI, Rally, Measuring Up, ELA literacy plan

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence collected from ongoing progress monitoring data (SIPPS, PM 1-3, unit assessments and district benchmark assessments) has proven that when the above programs are delivered with fidelity the desired results are obtained.

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
Literacy Leadership - Gap Analysis to identify instructional priorities, documented feedback and reflection Literacy Coaching - Weekly review of Support Logs and Coaching support plans, look - fors drive the system for coaching Assessment - Weekly learning walks to assess effectiveness of instruction, Quarterly data reviews for all teachers. Volusia Benchmark Assessments (VBA), Fast PM1-3, STAR K-2, and unit assessments Professional Learning - Identified the greatest needs based on the results of the gap analysis. Scheduled for 23-24, Small group reading, Being a reader, SIPPS, and ELA Benchmark overview	Boyd-Walker, Joy, jrboyd1@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

https://ttsmall.vcsedu.org/
Monthly SAC & PTA meetings scheduled every second Tuesday
Turie T. Small Elementary school Facebook and Twitter page
Weekly Messenger - Delivered to families every Sunday evening

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://ttsmall.vcsedu.org/
Parent Liaison - Responsible for building business and community partnerships
Social Emotional Learning Teacher on Assignment - Responsible for building family to school partnerships
Parents, business partners and community members will register as volunteers and mentors. A strategic mentor plan will be developed to focus on those students identified under subgroups and Early Warning Systems. The principal will also attend community functions and keep all stakeholders abreast of school functions and data.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Extended Learning Tutoring Plan - All teachers in grades K-5 will be providing extended instruction in Science, ELA or Math based on data and instructional need for an additional 45 minutes per day. This program begins on the first day of school and will extend through the final day of progress monitoring. The goal is for every child in grades K-5 to receive individualized instruction during the extended learning day from 2:30-3:15.

Professional Learning - The school leadership team reviewed schoolwide data, staff retention and years of experience to determine the areas of focus for professional learning. The one component that was consistent across the board was delivery of instruction. Coaching and modeling sessions in both ELA and math have been specifically selected to focus on small and whole group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$93,985.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	6144 - Turie T. Small Elementary Schl	UniSIG	1.0	$49,577.10
			Notes: TOA- The TOA will work with individual and small groups of students to support the district's vision for resilience education. The TOA will aim to seamlessly integrate student civic, character and life skills education into the academic experience for all learners and educators. By providing a foundation for safe and positive learning through resiliency education, our school will enhance students' ability to succeed in school, careers, and life. The TOA will also serve as a teacher leader on our Positive Behavioral Interventions and Supports (PBIS) team. By utilizing research based lessons, the TOA will lead the iniative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent. The district will be providing ongoing MTSS/PBIS training ongoing throughout the year. The TOA will be required to attend the district trainings in order to accurately facilitate and support the implementation of PBIS. In addition, she will work to support coaching teachers to create individual behavior plans for students to decrease not only the referral count, but also the levels of offenses by providing calm down strategies for students. The TOA will also be working closely with the district social worker and District Student Services department to implement strategies to decrease the number of students with 10% or more days absent.			
	5100	210	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$6,727.61
			Notes: Retirement 13.57%			
	5100	220	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$3,792.65
			Notes: Social Security 7.65%			
	5100	230	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			
	5100	230	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$3.27
			Notes: Life .0066%			
	5100	240	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$743.66
			Notes: Workmen's Comp 1.5%			
	6300	120	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$10,341.00
			Notes: Supplements for SLT Leaders - Leaders wills support grade level/department teacher teams with the effective management and implementation of the curriculum and standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning 5 x $1,167, 2x $1,368, 1x$1,770= $12,535.36)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	210	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$1,403.27
			Notes: Retirement 13.57%			
	6300	220	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$791.09
			Notes: Social Security 7.65%			
	5100	510	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$5,791.55
			Notes: Materials & Supplies - Measure Up			
	6400	730	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$4,770.00
			Notes: Registration for Model Schools Conference $796 x 6			
	6400	330	6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$3,264.00
			Notes: Travel for Model School for 6 staff (Hotel $250 each, Mileage $52 each, Meals $42 each)			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$69,990.20**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	6144 - Turie T. Small Elementary Schl	UniSIG	1.0	$51,504.90
			Notes: TOA- The TOA will work with individual and small groups of students to support the district's vision for resilience education. The TOA will aim to seamlessly integrate student civic, character and life skills education into the academic experience for all learners and educators. By providing a foundation for safe and positive learning through resiliency education, our school will enhance students' ability to succeed in school, careers, and life. The TOA will also serve as a teacher leader on our Positive Behavioral Interventions and Supports (PBIS) team. By utilizing research based lessons, the TOA will lead the iniative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent. The district will be providing ongoing MTSS/PBIS training ongoing throughout the year. The TOA will be required to attend the district trainings in order to accurately facilitate and support the implementation of PBIS. In addition, she will work to support coaching teachers to create individual behavior plans for students to decrease not only the referral count, but also the levels of offenses by providing calm down strategies for students. The TOA will also be working closely with the district social worker and District Student Services department to implement strategies to decrease the number of students with 10% or more days absent.			
	5100		6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$6,989.21
			Notes: Retirement 13.57%			
	5100		6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$3,940.12
			Notes: Social Security 7.65%			
	5100		6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$6,780.00
			Notes: Medical Flat Rate			
	5100		6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$3.40
			Notes: Life .0066%			

5100		6144 - Turie T. Small Elementary Schl	UniSIG	0.0	$772.57
		Notes: Workmen's Comp 1.5%			
				Total:	**$163,975.40**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No