Deland Middle School

2021-22 Schoolwide Improvement Plan

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Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

Demographics

Principal: John Devito R

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

If DeLand Middle implements standards-based instruction, that is aligned with the shifts, and focused on student engagement, then we will improve student achievement across the content areas.

Provide the school's vision statement.

Developing a shared vision that guides students in creating a positive school culture.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

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

Name	Title	Job Duties and Responsibilities
		Math Department Chair, monitor and help facilitate district assessments.
Langenbach, Abby	Instructional Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. ELA/Reading Department Chair, monitor and help facilitate district assessments. Terriers WIN , SAC CoChair
Beans, Lori	Instructional Media	
Vargas, Kayla	Teacher, K-12	Instructional Leadership Chair for the science department. Assist with the PBIS committee on the development of classroom systems and schoolwide procedures and implementation.
Hernandez-Garay, Kayleen	Instructional Coach	Instructional Coach for Science and Social studies. Monitor schoolwide academic and behavior data. Mentor new teachers. Assist with the implementation and monitoring of PBIS.
Ramroth, Jill	Teacher, K-12	Instructional leadership chair for social studies. Member of the PBIS committee. Assist with the design and implementation of schoolwide procedures and class systems.
Wiseman, Kristina	Assistant Principal	Oversee master scheduling. Monitor school data. Assist with the implementation and training of state testing. Monitor the assessment process for fidelity.

Demographic Information

Principal start date
Monday 7/1/2019, John Devito R

Number of teachers with a 2019 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.*
32

Number of teachers with a 2019 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.*
41

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,122

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

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

28

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	403	354	371	0	0	0	0	1128
Attendance below 90 percent	0	0	0	0	0	0	116	97	125	0	0	0	0	338
One or more suspensions	0	0	0	0	0	0	27	74	78	0	0	0	0	179
Course failure in ELA	0	0	0	0	0	0	19	20	15	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	20	52	40	0	0	0	0	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	92	107	108	0	0	0	0	307
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	133	134	124	0	0	0	0	391
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	4	2	0	0	0	0	9

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	7	7	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	6	7	6	0	0	0	0	19

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	371	378	373	0	0	0	0	1122
Attendance below 90 percent	0	0	0	0	0	0	43	67	43	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	44	57	56	0	0	0	0	157
Course failure in ELA	0	0	0	0	0	0	12	9	5	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	17	36	18	0	0	0	0	71
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	75	68	0	0	0	0	210
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	76	93	96	0	0	0	0	265

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	73	65	0	0	0	0	190

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	14	26	7	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	6	13	8	0	0	0	0	27

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	371	378	373	0	0	0	0	1122
Attendance below 90 percent	0	0	0	0	0	0	43	67	43	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	44	57	56	0	0	0	0	157
Course failure in ELA	0	0	0	0	0	0	12	9	5	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	17	36	18	0	0	0	0	71
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	75	68	0	0	0	0	210
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	76	93	96	0	0	0	0	265

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	73	65	0	0	0	0	190

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	14	26	7	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	6	13	8	0	0	0	0	27

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).

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	46%	50%	-4%	54%	-8%
Cohort Comparison						
07	2021					
	2019	39%	47%	-8%	52%	-13%
Cohort Comparison		-46%				
08	2021					
	2019	44%	50%	-6%	56%	-12%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	48%	3%	55%	-4%
Cohort Comparison						
07	2021					
	2019	28%	47%	-19%	54%	-26%
Cohort Comparison		-51%				
08	2021					
	2019	20%	29%	-9%	46%	-26%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	57%	-7%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	68%	-13%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	54%	14%	61%	7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	55%	39%	57%	37%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 6-8 ELA and math - District Interim Assessments (DIA's) , Science - SMTs

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	509/18	530/22	260/7
	Economically Disadvantaged	367/13	382/16	185/2
	Students With Disabilities	114/5	103/8	54/2
	English Language Learners	136/4	126/13	67/1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	393/12	481/3	147/8
	Economically Disadvantaged	262/4	350/1	93/2
	Students With Disabilities	71/4	110/4	11/0
	English Language Learners	99/2	127/1	34/3

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	467/27	489/46	267/15
	Economically Disadvantaged	315/20	330/39	182/9
	Students With Disabilities	78/10	68/15	41/2
	English Language Learners	94/15	94/27	54/4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	539/4	361/2	163/6
	Economically Disadvantaged	376/4	228/2	77/5
	Students With Disabilities	89/1	46/4	5/0
	English Language Learners	107/2	61/0	7/0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	512/45	505/47	951/38
	Economically Disadvantaged	351/37	351/39	647/32
	Students With Disabilities	85/13	87/24	149/19
	English Language Learners	99/23	101/23	204/18

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	492/43	468/68	289/12
	Economically Disadvantaged	337/34	322/28	201/7
	Students With Disabilities	82/18	81/14	50/0
	English Language Learners	50/14	58/16	34/3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	477/3	277/10	344/6
	Economically Disadvantaged	358/1	165/5	244/5
	Students With Disabilities	87/0	18/0	57/9
	English Language Learners	64/2	9/22	33/9
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	550/54	595/39	536/57
	Economically Disadvantaged	384/45	420/30	372/48
	Students With Disabilities	97/27	99/13	87/32
	English Language Learners	66/17	69/14	60/23

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	23	17	17	25	24	17	31	36		
ELL	24	31	22	21	19	13	11	31			
ASN	71	70		81	35				100		
BLK	33	34	25	20	20	19	25	49	57		
HSP	28	31	25	25	22	16	28	40	40		
MUL	39	35		27	32						
WHT	55	43	20	50	28	36	65	72	67		
FRL	34	33	23	28	23	21	37	49	50		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	36	34	20	30	27	19	23	53		
ELL	15	35	37	21	32	33	5	20			

| 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
ASN	63	50		79	78			67	100		
BLK	26	31	32	31	31	27	31	44	58		
HSP	31	43	39	34	37	28	32	42	64		
MUL	38	48		42	39		70	58			
WHT	57	55	46	60	50	43	63	68	71		
FRL	33	42	40	37	38	32	38	48	61		
2018 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 2016-17	C & C Accel 2016-17
SWD	13	36	37	19	39	40	18	34			
ELL	5	41	49	18	54	53		28			
ASN	79	74		89	72				90		
BLK	28	45	41	31	42	46	30	49	62		
HSP	29	45	49	37	56	51	42	55	72		
MUL	35	42		42	54			75			
WHT	55	51	43	64	64	47	61	75	77		
FRL	36	48	46	42	54	49	47	57	82		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students 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
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	48
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math reflects the lowest overall performance, the lowest being the performance of the
LQ math students on 2021 state assessment data. The 8th-grade group showed the lowest number of students demonstrating proficiency.
Math proficiency dropped from 48% (2019) to 38%(2021).
Learning gains dropped from 44 (2019)to 25 (2021).
LQ dropped from 34 (2019)to 24 (2021).
This was also evident in the district progress monitoring data. We saw a trend amongst our ESSA subgroups, particularly with our SWD and ELL students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2021 and 2019 State Assessment Data, as well as 2021 progress monitoring data, math had the greatest declines from the previous FSA taken in 2019/2018. The three-year trend saw a loss of 39 points in our lowest quartile students and a 19 point loss in learning gains from 2019. Several factors played a hand in this performance: several new/out of field teachers, attendance due to quarantine, teacher turnover.

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

Math proficiency (38%) fell short of the state average (50%) by a difference of 12 points.
The same factors contributed to this gap as described in section (b).
Some new actions that need to take place are effective PLCs, teacher clarity, and targeted remediated practice on skills/standards that students are not demonstrating proficiency as measured by formal and informal assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

CIvics reflects the strongest performance for the 2021 school year.

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

The predominant contributing factors were a standards-aligned approach and close data progress monitoring. As data was available it was analyzed in PLC's and student remediation/enrichment regularly took place.

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

Teachers will need to be able to analyze student data in order to determine if a student has mastered a standard. After identifying the students, teachers will work with district support staff and instructional coaches to develop instructional strategies and lessons that are grounded in creative thinking, problem solving and innovation.

Teachers will participate in a professional learning to be able to effectively implement acceleration in their classrooms and during the Terrier WIN time.

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

Teachers will participate in a content specific ERPL facilitated by district curriculum specialists that will provide strategies on how to implement acceleration successfully in their instructional practice. Ongoing professional learning and support will be provided during PLC's, new teacher support meetings, and coaching cycles.

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

District curriculum teams will provide ongoing support during PLC, classroom walkthroughs and PL activities. In addition, we will receive support from Jack Berckemeyer, as part of the middle school redesign. DeLand middle will also utilize House Next Door counselors to assist with the emotional well being and support of identified students. The school will continue to seek ongoing support from Mandy Ellzey and Lisa Bliss with the successful implementation of Tier 1 and Tier 2 PBIS. Lisa Bliss, our school psychologist, will provide ongoing support to the PBIS committee and teachers with lessons and strategies that will help our ESSA subgroups, specifically targeting culturally relevant teaching practices, as well as behavior and academic interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA Lowest Quartile, is our first area of focus. As a result of our Needs Assessment and Analysis, it revealed that our ELA Proficiency was at 44%, ELA Learning Gains was 39% and the Lowest Quartile performed at 23% (which was far below the district and state average). Our SLT has decided to focus on ELA Lowest Quartile in order to improve ELA Learning Gains and overall proficiency for all students. Further analysis revealed that most of the students in our LQ were also in our three targeted ESSA Subgroups SWD, ELL, and Black, that performed well below (41%)
Measureable Outcome:	Increase ELA Lowest Quartile from 23% to 41%, including our ESSA Subgroups ELL, SWD and Black students.
Monitoring:	The area of focus will be monitored through ongoing data chats in PLC using district assessment data and common formative assessments. The data will be accessed utilizing School City and Power B. Frequent walkthroughs by school-based administrators, coaches and district support team will also be used to monitor teacher clarity.
Person responsible for monitoring outcome:	John DeVito (jrdevito@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is Teacher Clarity. Teacher clarity encompasses organizing instruction, explaining content, providing examples and guided practice, and assessment of learning.
Rationale for Evidence-based Strategy:	When teachers are clear on what students are learning, why students are learning what they are learning, and what success looks like, then they are able to design meaningful learning experiences that are authentic and relevant, as well as provide opportunities for students to make their own thinking and learning visible. Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, teacher clarity results in almost twice the average effect size in one school year.

Action Steps to Implement

Provide ongoing PL on teacher clarity.

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

Provide PL on learning strategies for SWD, ELL students and culturally responsive teaching strategies

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

During PLC, coaches will support teachers on how to access data and apply the data for planning instruction.

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

Monitor teacher clarity through ongoing Administrative Walkthroughs and Feedback.

Person Responsible	Kemisha Rainge (karainge@volusia.k12.fl.us)

Teachers will participate in weekly PLC's to develop SMART(specific, measurable, attainable, results-oriented/relevant/rigorous, timebound) Goals.

Person Responsible   Kemisha Rainge (karainge@volusia.k12.fl.us)

Facilitate PL on how to effectively plan and utilize differentiated instruction during the Terrier WIN time.

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

Monitor lower quartile student assessment data through the use of district assessments.

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

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

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

Provide ongoing PL and support on Scaffolding.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gains with special attention on LQ. As a result of our Needs Assessment and Analysis, it revealed that our Math proficiency was 38%, Math Learning Gains were 25% and the Lowest Quartile performed at 24% (which was significantly below the district/ state averages.) Our SLT decided to put an emphasis on Math Learning Gains in order to improve students falling in the Lowest Quartile and overall proficiency for all students. Most of the students in our 3 targeted ESSA Subgroups, SWD, Black, ELL fall into this category.
Measureable Outcome:	Increase Math Lowest quartile from 24% to 41% with a focus on our ESSA subgroups: ELL, SWD and black students.
Monitoring:	The area of focus will be monitored through ongoing data chats in PLC using, district assessment data utilizing School City and Power BI, frequent walkthroughs by school-based administrators, coaches and district support team. Also, teacher clarity will be monitored through coaching cycles.
Person responsible for monitoring outcome:	John DeVito (jrdevito@volusia.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	When teachers are clear on what students are learning, why students are learning what they are learning, and what success looks like, then they are able to design meaningful learning experiences that are authentic and relevant as well as provide opportunities for students to make their own thinking and learning visible. The components of teacher clarity encompass organizing instruction, explaining content, providing examples and guided practice, and assessment of learning. Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, teacher clarity results in almost twice the average effect size in one school year.

Action Steps to Implement

Provide ongoing PL on teacher clarity.

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

Monitor teacher clarity through ongoing Administrative Walkthroughs and Feedback.

Person Responsible	Kemisha Rainge (karainge@volusia.k12.fl.us)

Facilitate PL on accessing and monitoring student data

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

Teachers will participate in weekly PLC's to develop SMART(specific, measurable, attainable, results-oriented/relevant/rigorous, timebound) Goals

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

Facilitate PL on Study Island.

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

Facilitate PL on how to effectively plan and utilize differentiated instruction during the Terrier WIN time.

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

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

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

Provide PL and ongoing support with Scaffolding.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	A total of 1788(2596)referrals for the 2020- 21 SY with ESSA sub-group breakdowns of 17 %(42% Black), 40 %(26%) Hispanic, and 25 % (38% SWD). 70% of the referrals written were for violations that are related to school rules, tardies, insubordination, unauthorized absences, and minor disruptions. The amount of off-task behavior resulting in referrals and consequences resulted in a significant amount of lost instructional time that played a factor in student performance as evident in learning gains. The violations are showing a need for a focus to implement class and school systems that will positively impact student outcomes.
Measureable Outcome:	Reduce the number of (procedural referrals) written from 70% to 37%
Monitoring:	The area of focus will be monitored through monthly review of behavior data utilizing the EWS report, Power BI, and Focus discipline reports. The information will be discussed monthly at admin meetings and Tier 2 PBIS meetings.
Person responsible for monitoring outcome:	Angela Arico Jones (amaricoj@volusia.k12.fl.us)
Evidence-based Strategy:	The evidence based strategy that will be used is a reward system that is implemented consistently across the campus schoolwide. The reward system is based on the PBIS expectations: be respectful, be responsible, and be safe.
Rationale for Evidence-based Strategy:	Based on our EWS report and discipline data, 70% of the discipline referrals were low level referrals. In addition, when completing the benchmarks of quality assessment through PBIS, we scored low in the area of reward implementation.

Action Steps to Implement

Facilitate PL on PBIS, schoolwide expectations, classroom "house" system,and Restorative Practices

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

PBIS Tier 2 Committee will meet monthly to review discipline data and monitor the ongoing progress of the class system.

Person Responsible	Lori Beans (ljbeans@volusia.k12.fl.us)

Monthly focus group department PLC's will take place to discuss grade-level student discipline, vertical alignment, and academic data trends.

Person Responsible	Kemisha Rainge (karainge@volusia.k12.fl.us)

Teachers will report weekly points for house system using Microsoft forms.

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

Monthly students will be rewarded through choices activity based on the five criteria defined by the PBIS committee. (For example choices activities could be teacher-student dodgeball, gaming activities, outdoor activity, performing arts, culinary, etc.)

Person Responsible Brian Goddard (bjgoddar@volusia.k12.fl.us)

PL for teachers on how to utilize the reward and incentive system on campus to improve the behaviors and academics. (house system, terrier dollars, etc.)

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

PL for teachers on how to utilize the reward and incentive system on campus to improve the behaviors and academics. (house system, terrier dollars, etc.)

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our school SESIR and discipline data we have identified fighting as our primary area of concern. It was ranked as high in the state. Our school plans to reduce these incidents by implementing the following:

School will:
*train teachers in restorative practices
*identify mentors with high incidents in fighting
*provide incident data to teachers monthly at faculty/house meetings
*review incident data monthly with PBIS tier 2 committee
*identify tier 2/3 students to be referred to SEL coach

Teachers will:
*stand at the door to monitor students at beginning and end of school and/or during class changes
*develop clear expectations with students and other strategies to solve a conflict without fighting.
*monitor students closely with transitioning in the hallways and during recess.

Data chats will take place quarterly during faculty meetings to discuss the above implementation plan (what's working and what's not) based on data.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Through our PBIS Team, we have continued to build a positive school culture and environment through various programs such as our Terrier Exchange Store, Choices(earning quarterly choice activities), Terrier Way(teachers/staff recognizing students weekly), and recognizing our teachers monthly through Terrific Terrier Awards.
We have a schoolwide theme this year and are tying in weekly house points to competitions. The classes that earn the most points will move on to a competition round.

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

We recognize the value of communicating with our stakeholders. We created a community support group, reaching out to various community leaders to involve them in bridging the gap with our families and involving them in the continuous process of reaching all our students. In addition to our community support group, we communicate monthly with our SAC stakeholders, inviting all families and community members to the meetings. The information is shared through our school website. We communicate with parents using Connect Ed, our school website, the marquee, and various social media outlets(Facebook, Instagram, and Twitter). We also have an active PTA that helps to build a partnership amongst our families.
Our Media Specialist maintains our school website. The school's mission statement is on any communication that is provided by the school (SAC agendas, etc.). The ESE administrator has created positive referrals this year for our ESE students and he makes weekly phone calls home congratulating parents on their student's successes. Our grade level counselors are our first line of defense when students have social or emotional needs in school. They also have the ability to refer to community outreach organizations.
We have two representatives from The House Next Door on campus, they each serve 20 students with emotional or behavioral needs. They meet with these students weekly, and on an as-needed basis.
In addition, students will receive SEL instruction, where teachers address topics such as: teasing, violence, drugs, alcohol, anti-bullying, etc.
The Principal holds a Principal's Planning Session to discuss academics, behavioral plans, Early Warning Systems data and goals.
This year, many of our teachers and staff members have chosen one or more students (from our EWS report) to mentor on a weekly basis through Check and Connect. The mentors will work on building relationships with their mentees, checking in weekly, offering

to help with school work and be a willing listener for students who might need a committed adult at school.