Volusia County Schools

SOUTH DAYTONA ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on School Board Approval Date 10-13-2026.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

As dragons, we dream big, make every choice count, and achieve learning gains.

Provide the school's vision statement

We strive to ignite a passion for learning, encourage critical thinking, foster love and support, and prepare our students for a successful future.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Katherine Lowrey

ktlowrey@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Provide visionary leadership to promote academic excellence and a positive school culture.
- Oversee all school operations including curriculum implementation, staff supervision, and student services.
- Lead the development and execution of the School Improvement Plan.
- Facilitate data-driven decision-making to improve student achievement.
- Foster strong relationships with families, community partners, and district leadership.
- Ensure compliance with district policies, state regulations, and federal mandates.

Leadership Team Member #2

Employee's Name
Jane Jilka

jejilka@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

- Provide visionary leadership to promote academic excellence and a positive school culture.
- Oversee all school operations including curriculum implementation, staff supervision, and student services.
- Lead the development and execution of the School Improvement Plan.
- Facilitate data-driven decision-making to improve student achievement.
- Foster strong relationships with families, community partners, and district leadership.
- Ensure compliance with district policies, state regulations, and federal mandates.

Leadership Team Member #3

Employee's Name
Heather McGuire

hmmcguir@volusia.k12.fl.us

Position Title
Administrative Dean

Job Duties and Responsibilities

- Provide visionary leadership to promote academic excellence and a positive school culture.
- Oversee all school operations including curriculum implementation, staff supervision, and student services.
- Lead the development and execution of the School Improvement Plan.
- Facilitate data-driven decision-making to improve student achievement.
- Foster strong relationships with families, community partners, and district leadership.
- Ensure compliance with district policies, state regulations, and federal mandates.

Leadership Team Member #4

Employee's Name
Laurel Gage

legage@volusia.k12.fl.us

Position Title
Life Skills TOA

Job Duties and Responsibilities

- Provide visionary leadership to promote academic excellence and a positive school culture.
- Oversee all school operations including curriculum implementation, staff supervision, and student services.
- Lead the development and execution of the School Improvement Plan.
- Facilitate data-driven decision-making to improve student achievement.
- Foster strong relationships with families, community partners, and district leadership.
- Ensure compliance with district policies, state regulations, and federal mandates.

Leadership Team Member #5

Employee's Name
Tracy Granger

tdgrange@volusia.k12.fl.us

Position Title
Life Skills TOA

Job Duties and Responsibilities

- Provide visionary leadership to promote academic excellence and a positive school culture.
- Oversee all school operations including curriculum implementation, staff supervision, and student services.
- Lead the development and execution of the School Improvement Plan.
- Facilitate data-driven decision-making to improve student achievement.
- Foster strong relationships with families, community partners, and district leadership.
- Ensure compliance with district policies, state regulations, and federal mandates.

Leadership Team Member #6

Employee's Name
Heather Conyers

hmconyer@volusia.k12.fl.us

Position Title
Academic Coach - ELA

Job Duties and Responsibilities

- Provide instructional coaching and professional development in English Language Arts.
- Support teachers in implementing evidence-based literacy strategies and curriculum.
- Analyze student performance data to guide instructional planning and interventions.
- Model effective teaching practices and co-teach lessons to build teacher capacity.
- Collaborate with leadership to align ELA instruction with school improvement goals.

Leadership Team Member #7

Employee's Name
Samantha Hollback

slhollba@volusia.k12.fl.us

Position Title
Academic Coach - Math

Job Duties and Responsibilities

- Deliver instructional support and coaching focused on mathematics instruction.
- Facilitate professional learning communities and data meetings centered on math achievement.
- Assist teachers in planning and delivering rigorous, standards-based math lessons.
- Use student data to identify trends and recommend instructional adjustments.
- Promote the use of formative assessments and differentiated instruction in math.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The school leadership team (SLT) met to review relevant data components and to draft the school improvement plan. The team consisted of members from several different departments to ensure equity of voice and input. Once finalized, the SIP will be shared with PTA/SAC and will be shared with parents and community members.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Throughout the year, we will use the SIP to guide our decision making and instructional planning. We will monitor the success of all students, with a specific lens on the students in the identified subgroups. We will monitor the implementation of the identified action steps and will make adjustments as we determine needs based on classroom observations and data.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	86	91	110	129	110	134				660
Absent 10% or more school days	10	32	36	34	33	45				190
One or more suspensions	3	7	13	15	4	22				64
Course failure in English Language Arts (ELA)				3	1	4				8
Course failure in Math				1	2	4				7
Level 1 on statewide ELA assessment	1	19	24	43	13	40				140
Level 1 on statewide Math assessment	1	10	17	49	17	44				138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	3	22	4	13				47
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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	3	15	13	30	15	36				112

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1		2	11						14
Students retained two or more times	3	15	13	30	15	36				112

Prior Year (2025-26) As Last 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	
School Enrollment	50	109	108	147	127	93				634
Absent 10% or more school days	16	44	36	58	55	29				238
One or more suspensions	1	13	17	11	13	17				72
Course failure in English Language Arts (ELA)				2	7	5				14
Course failure in Math				2	6	4				12
Level 1 on statewide ELA assessment			1	14	33	24				72
Level 1 on statewide Math assessment				12	29	23				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	14	9	37	17	7				85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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	1	11	10	35	33	23				113

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	1	15	1	1				20
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	60	62	50	56	59	43	55	57
Grade 3 ELA Achievement	55	61	61	44	58	59	35	56	58
ELA Learning Gains	60	63	63	59	57	60	49	57	60
ELA Lowest 25th Percentile	69	61	58	61	53	56	51	50	57
Math Achievement*	49	64	66	48	61	64	37	57	62
Math Learning Gains	53	65	64	66	62	63	43	59	62
Math Lowest 25th Percentile	65	54	50	53	50	51	41	46	52
Science Achievement	49	65	62	54	63	58	52	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	63		60	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	450
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
56%	52%	45%	43%	45%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	50%	No		
Black/African American Students	57%	No		
Hispanic Students	53%	No		
Multiracial Students	50%	No		
White Students	59%	No		
Economically Disadvantaged Students	58%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%	55%	60%	69%	49%	53%	65%	49%					
Students With Disabilities	31%	29%	57%	64%	40%	61%	73%	41%					
Black/African American Students	50%	63%	60%	71%	48%	59%	58%	48%					
Hispanic Students	42%	48%	43%		51%	61%	75%						
Multiracial Students	56%	62%	63%		48%	22%							
White Students	52%	48%	65%	77%	49%	53%	80%	44%					
Economically Disadvantaged Students	50%	53%	62%	72%	48%	58%	70%	48%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	44%	59%	61%	48%	66%	53%	54%					37%
Students With Disabilities	26%	25%	44%	55%	35%	58%	47%	38%					
English Language Learners	31%		80%		31%	70%							37%
Black/African American Students	43%	29%	65%	60%	36%	68%	63%	38%					
Hispanic Students	47%	41%	68%	77%	45%	72%	64%	50%					23%
Multiracial Students	46%	50%	60%		51%	65%		43%					
White Students	56%	58%	53%	50%	55%	64%	43%	66%					
Economically Disadvantaged Students	48%	45%	56%	63%	45%	63%	51%	54%					37%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	35%	49%	51%	37%	43%	41%	52%					57%
Students With Disabilities	17%	19%	29%	39%	14%	44%	55%	24%					
English Language Learners	27%		38%		27%	54%							57%
Black/African American Students	30%	36%	38%	43%	22%	30%	39%	33%					
Hispanic Students	38%		36%		37%	43%	50%						45%
Multiracial Students	33%		52%		34%	38%		43%					
White Students	53%	31%	57%	61%	46%	51%	44%	70%					
Economically Disadvantaged Students	43%	32%	49%	49%	36%	40%	40%	53%					54%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	61%	-10%	60%	-9%
ELA	4	39%	58%	-19%	60%	-21%
ELA	5	56%	60%	-4%	61%	-5%
Math	3	54%	63%	-9%	66%	-12%
Math	4	35%	66%	-31%	65%	-30%
Math	5	49%	62%	-13%	62%	-13%
Science	5	50%	64%	-14%	60%	-10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area of growth that showed the most improvement at SDE was Lowest quartile Math Learning Gains. We had a 13% increase in that area from 24-25 to 25-26. We began targeted interventions in January and were pulling several groups focusing on those students and filling identified gaps.

Lowest Performance

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

Our 3 lowest performing areas were all specific to proficiency: ELA 50%, Math 49%, and Science 49%. Our learning gains demonstrated growth, but we struggled to help previously proficient students maintain proficiency and to move our level 2 students to level 3. A major contributing factor pertained to teacher attendance. In the high yielding grade levels, we had teachers take unexpected leave for weeks or months at a time, therefore negatively impacting the outcome for students.

Greatest Decline

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

We saw the greatest decline in our Math Learning Gains as there was a decrease of 13 points from 2024-2025 to 2025-2026. We were able to demonstrate a large increase with lowest quartile in Math (12%), which means although we were able to target the needs of our Tier 3 students, we did not meet the needs of a large portion of our bubble and proficient students. Our support and focus was dedicated to pulling groups and filling gaps and we were not able to positively impact small group instruction.

Greatest Gap

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 greatest gap when compared to the state pertains to Math proficiency. We were 17 points below the state average for Math proficiency. A major contributing factor pertained to teacher attendance. In the high yielding grade levels, we had teachers take unexpected leave for weeks or months at a time,

therefore negatively impacting the outcome for students.

EWS Areas of Concern

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

Our incoming 5th grade students present the biggest concern based on the data within the EWS. 45 students missed more than 10% of school days last year, 22 students had one or more out of school suspension days, 40 students earned a level 1 on the ELA FAST assessment, and 44 students earned a level 1 on the Math FAST assessment.

Highest Priorities

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

1. Increasing ELA proficiency from 50 to 55% of students earning a level 3 or higher.
2. Increasing Math proficiency from 48 to 49% of students earning a level 3 or higher.
3. Increasing Science proficiency from 49 to 54% of students earning a level 3 or higher.
4. Increasing Math Learning Gains from 53 to 62% of students earning a learning gain.
5. Decreasing discipline referrals and out of school suspension days to ensure students are in class receiving high quality instruction.
6. Addressing ELA proficiency in Kindergarten and 2nd as they fell below 50% resulting in us being a RAISE school.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

From our school report card, proficiency in ELA, Math, and Science are our three lowest areas. These three areas also have the largest gap when comparing to state data: ELA -12, Math -17, and Science -13. In ELA, 50% of our students earned proficiency, 49% in Math, and 49% in Science. A major contributing factor pertained to teacher attendance. In the high yielding grade levels, we had teachers take unexpected leave for weeks or months at a time, therefore negatively impacting the outcome for students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the percentage of students earning proficiency in ELA, Math, and Science by 5% in each area (2nd grade requires a 7 point increase in order to hit 50% proficient).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Acorss all grade levels, we are implementing a progress monitoring system that will allow us to move past "tracking" data, but will lend more towards true monitoring. Teachers will provide high-quality, benchmark-aligned instruction meeting the needs of all students, and will respond to student data in a timely manner.

Person responsible for monitoring outcome

Heather Conyers, Samantha Hollback, Janice Ramos, Shana Palmore, Jane Jilka, and Katie Lowrey

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Facilitate formal data chats with ESE SC teachers to ensure SWD are making adequate yearly progress. These data chats will occur at the start of the school year to frame the mission for each student, and will continue throughout the school year to ensure progress is occurring for each student.

Rationale:
Historically, our SWDs have underperformed in comparison to their general education peers. Their proficiency rates are much lower and the percent of students achieving a learning gain is significantly lower as well. This school year, we have a large population of intermediate students in our separate class setting that fall into our lowest quartile. In order to hit our goals as a school, we will need those students to earn a learning gain.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Small group instruction learning walks paired with progress monitoring protocol.

Rationale:
Proficiency in ELA has remained at 50% for the last two school years for 3rd, 4th, and 5th. In Kindergarten and 2nd grade, it fell below 50%, resulting in SDE being identified as a RAISE school. In order to increase proficiency we need targeted instruction aligned to the benchmark occurring daily in small group time. Not only is instruction required, but teachers need to monitor the mastery of students using the Question of the Day and recording it in a spreadsheet for team review.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Student work sample analysis (ELA and Math). Grade levels will make a selection of a common work sample item (weekly assessment or collection of VOLs for ELA, exit tickets or QOD for Math) and will review them at PLC to determine if students are implementing appropriate attack strategies.

Rationale:
Proficiency in ELA, Math, and Science at SDE has historically been underperforming. We are on a mission to increase each area by 5%.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Separate class ESE (VE Mild and ASD) teachers will be participating in schoolwide progress monitoring protocols.

Person Monitoring:
Heather Conyers and Samantha Hollback

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will enter data based on student performance on progress monitoring assessments (ORF, Unit Assessments, VBAs, Chapter Tests, and Topic Checks). Teachers will also monitor student performance during whole group and small group (VOLs and Questions of the Day) connected to specific benchmarks.

Action Step #2
Intermediate separate class teachers will be added to formal coaching cycles with our ELA and Math Academic Coaches.

Person Monitoring:
Heather Conyers and Samantha Hollback

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will check in daily with separate class teachers during the first 20 days. After that, coaches will meet with teachers weekly as part of the coaching cycle to ensure that quality instruction is occurring and that teachers are progress monitoring student data. Progress monitoring will be tied directly to the benchmarks presented to students and adjustments will be made when a student is not making progress towards mastering the benchmark.

Action Step #3
Walks and Data Tracking

Person Monitoring:
Katie Lowrey, Jane Jilka, and Heather Conyers

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Within the first 20 days of school, the Admin team will complete calibration walks throughout the ELA small group timeframe to ensure we are on the same page regarding evidence and feedback. We will utilize the digital look-for tool, and walks will continue to occur monthly throughout the school year. Teachers will need to display the benchmark being covered and have a data point for each student demonstrating mastery or that more instruction may need to occur.

Action Step #4
Establishing a protocol for annotation in ELA, question analysis, and responses to an open-ended question. Also establishing a protocol for attacking Math questions to ensure students are prepared to answer questions correctly.

Person Monitoring:
Heather Conyers, Samantha Hollback, Katie Lowrey, and Jane Jilka

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade levels will agree on a protocol for annotation in ELA, question analysis, and responses to an open-ended question. Also establishing a protocol for attacking Math questions to ensure students

are prepared to answer questions correctly. Teachers in each grade level will collect student samples and analyze in PLC with their peers. Action plans will be established in response to student work and adjustments to instruction will be made.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Each school year, we have approximately 40% of our 2nd grade students moving to 3rd grade already 1 or 2 grade levels below. On the PM3 STAR Assessment for K-2, 2nd grade had 43% of students earning proficiency, 1st grade had 60%, and Kindergarten had 48.4%. In order to address this need, we are implementing a progress monitoring protocol that will hold teachers and students accountable for progression through their specific programs.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

PM3 STAR ELA K-2:

- Kindergarten: LY 48% goal: 58%
- 1st grade: LY 60% goal: 60%
- 2nd grade: LY 43% goal: 53%
- K-2 average: 57% (LY 50%)

PM3 STAR Math K-2:

- Kindergarten: LY 52.7% goal 62%
- 1st grade: LY 66% goal 65%
- 2nd grade: LY 50.4% goal 60%
- K-2 average: 62% (LY 56%)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the goal will be monitored during PLCs using our progress monitoring protocol for K-2.

Person responsible for monitoring outcome
Katie Lowrey and Heather Conyers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Weekly Being a Reader/SIPPS data review with K-2 teachers

Rationale:
Each year, we have approximately 40% of students performing below grade level on the STAR assessment as well as on SIPPS and Being a Reader level completion.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Progress monitoring protocol for WTI in 3rd through 5th grade in ELA/Math.

Rationale:
Historically, classroom walkthroughs have shown that the intervention time in 3rd, 4th, and 5th grade was not used as effectively as it should have been. To combat this issue, we want to ensure we are monitoring the work that is done, and reviewing student data pertaining to mastery of the benchmarks in ELA and Math. Doing so will help ensure that more students are earning a learning gain and will help us reach our goal of increasing ELA LG by 5% and Math LG by 9%.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Weekly PLC Progress Monitoring Data Chats

Person Monitoring:
Katherine Lowrey, Jane Jilka, and Heather Conyers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will need to provide weekly updates regarding the progress their students are making in SIPPS from the intervention block, as well as in their small group Being a Reader groups. Teachers will review mastery test data with Admin and share what is holding a student back as well as problem

solve through what can be done to keep them moving forward.

Action Step #2
Instructional implementation plan established for WTI block and progress monitoring protocol implemented.

Person Monitoring:
Heather Conyers and Samantha Hollback

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will work alongside coaches to design Walk to Intervention groups to specifically target student needs. Some groups may be working on phonics, or slightly below level comprehension, on grade level comprehension, or enrichment tasks like project-based learning. Teachers in 3rd -5th will identify the benchmark being covered in WTI, the timeframe needed to cover it thoroughly, and then the assessment mechanism used to determine mastery. Teachers will log the data into spreadsheets and be prepared to strategize and develop an action plan when a student DOES master the content, or does NOT master the content.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Decrease discipline referrals by 15% from 625 to 531 by the end of the school year. We saw a significant increase in referrals from 24-25 to 25-26 and an increase in Out of School Suspensions.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease discipline referrals by 15% from 625 to 531 by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The PBIS committee will meet monthly to review the following components as a team: students earning referrals in that month, highest referal earners, # of out of school suspensions, highest referral writing teachers.

Person responsible for monitoring outcome

Jane Jilka, Heather McGuire, Tracy Granger, and Mallory Smith

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Within the first 20 days of school, students that had high # of discipline referrals last year will be identified early. Dean, TOA, and Behavior Support teacher will divide into groups, and will meet with students individually.

Rationale:
Shifting from the reactive approach of addressing students once a disciplinary incident has occurred, to a more proactive approach. Reviewing last year's discipline data with each student, and setting a realistic goal for this school year to achieve our schoolwide goal of decreasing referrals. Less referrals earned also results in students spending more time in the classroom receiving quality instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Discipline student data chats

Person Monitoring:	**By When/Frequency:**
Jilka, McGuire, Granger, and Smith	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the initial meeting within the first 20 days of school, a behavior contract will be signed including a specific goal for the student geared towards decreasing referrals earned. Parents will need to attend the meeting and be a part of the behavior of contract process. Monthly, the admin team will meet with students to discuss progress towards their goal. Adjustments can be made if a student is not on track to meet their goal.

Action Step #2
Behavior Support Teacher meeting with General Education Teachers

Person Monitoring:	**By When/Frequency:**
Mallory Smith and Heather McGuire	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
BST will be scheduling time with teachers of students on her support roster to review last year's incidences, and to review the FBA/BIP currently in place for students. BST and Homeroom teacher

will develop an understanding of the triggers and best way to respond to a student when escalated, equipping the teacher with the appropriate skillset to manage the behaviors within the classroom versus having the student removed from the learning environment. Homeroom teacher will assist with progress monitoring of student behavior monthly to ensure the behavior goal is met at the end of the school year.

Action Step #3
Retraining of behavior management expectations and the implementation of the "pre-referral" process.

Person Monitoring:
Jilka, McGuire, Smith, and Granger

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During preplanning, teachers will be given a refresher training from the team regarding teacher-managed versus office-managed behaviors, and potential consequences or responses from the teacher that can be given. Teachers will also be introduced to the pre-referral process in which documentation of previously tried interventions must occur before an actual referral is written. This pre-referral will be used to encourage teachers to complete the MTSS process and to document interventions that were successful/unsuccessful.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://southdaytona.vcsedu.org/

SDE will share the SIP at our first SAC meeting, PTA meeting, and faculty meetings. Information will be posted on our school website (link shared above). Additionally, we will share a link to the website on our social media platforms. Finally, a binder with our SIP and PFEP will be available to all visitors to campus at the front desk where they check-in.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

For the 26-27 school year, we are the only school within VCS implementing the Leader in Me. This program encourages family empowerment as learning partners, and enables parents to better support children's growth and learning at home. Relationship building includes: Kindergarten Signing Night, Meet the Teacher, PTA Meetings, SAC Meetings, Open House, Title 1 after-school and evening events, social media platform communication, and the PFEP. The PFEP is located on the school website under the tab for School Information and Reports. The PFEP is also located in a binder in our front office.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The Leadership team will be dedicated to providing quality professional development centered upon small group instruction, strengthening the instructional practices of our teachers in K-5. We will hold collaborative planning, weekly PLC meetings, coaching cycles for teachers demonstrating a need, complete classroom walkthroughs utilizing the teacher/student look-fors, track verification of learning, monitor use of WIN (What I Need) time, monitor ESE services, and implement the use of student leadership notebooks.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The development of this plan includes input from the following committees/groups: PBIS, School Way Cafe, Intervention Team, SAC, and PTA. The plan includes key components like Leader in Me, Instructional Tutoring, House Next Door and other local counseling services, SEL resources, and after school extra curricular activities (Fishing Club, Girls on the Run, Accelerated Reader Club, etc.)

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

South Daytona Elementary provides the following supports: district mental health therapist (multiple mental health referrals), full-time school counselor (daily support groups), TOA for behavioral support (daily), district behavior specialist (weekly), House Next Door and other local counseling services, community mentor program, Girls on the Run, and PBIS (Positive Behavior Intervention System).

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

All students will leave South Daytona Elementary with ideas connected to their pathways to college and career readiness. We will include information pertaining to ALL pathways including: work, military, 2 year college, 4 year college, or trade school. The preparation for this vision includes: Leader in Me, STEAM, gathering stakeholder input, research-based strategies, establish family and community connections, and creating a school culture of learning.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Implementation includes: tiered levels of academic and behavioral support through MTSS, state and district data and progress monitoring, ESE/SF/SWD academic and behavioral services, increase learning gains and decrease behavioral referrals, school-wide behavior flowchart, daily behavioral support (TOAs and counselors), school-wide PBIS, district behavioral specialist support, para professionals assisting with academic growth and positive reinforcement, and academic intervention.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning and activities include: Leader in Me, Performance Matters platform, VCS Data Dashboard, FOCUS, Big Ideas, B1g-M, Benchmark series, Canvas, Discovery Science, Penda Learning, iReady, monthly mentoring meeting with new teachers, PLCs to discuss all data to drive instruction, weekly collaborative planning opportunities for Science, ELA, and Math, and all district professional learning opportunities.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The strategies South Daytona will employ are: reinforce positivity, develop communication skills, personal responsibility and independent thinkers, develop family connections and utilize meaningful literacy and math activities. SDE has a 4 year old blended pre-Kindergarten, an intensive ESE prekindergarten, and a blended 3 year old pre-kindergarten. These classrooms are being supported by both paras and district personnel.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00