Volusia Pines Elementary School

2019-20 Schoolwide Improvement Plan

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Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

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

Demographics

Principal: Julie Gordon C

Start Date for this Principal: 9/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (49%) 2016-17: B (55%) 2015-16: B (57%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Volusia Pines Elementary is to ensure success for our students, through the collaborating efforts of all. Our school is committed to providing a safe and supportive environment where teachers provide rigorous instructions and high expectations that makes a positive impact on student's performance.

Provide the school's vision statement.

The vision of Volusia Pines Elementary is to provide an environment where staff, parents and community will work together to inspire all students to master academic and life skills.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Gordon, Julie	Principal	
Lewitt, Jodi	Instructional Coach	
Smith, Sarah	School Counselor	
Tyndal, Karen	Teacher, ESE	
Visconti, Shelly	Teacher, K-12	
Quattrone-Asma, Sarah	Teacher, K-12	
Minor, Jessica	Teacher, K-12	
Sullo, Carol	Assistant Principal	
Hardy, Valerie	Teacher, K-12	
York, Amy	Teacher, K-12	
Pohl, Tonya	Teacher, K-12	
Hinson, Shandris	Teacher, K-12	
Walley, Darryl	Teacher, K-12	
Velazquez, Adriana	Teacher, K-12	
Dilligard, Jeannine	Teacher, ESE	

Early Warning Systems

Current Year

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	83	84	109	91	87	104	0	0	0	0	0	0	0	558
Attendance below 90 percent	13	12	14	9	9	12	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	23	27	0	0	0	0	0	0	0	54

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	4	4	0	0	0	0	0	0	0	8

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	3	1	1	5	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Wednesday 9/4/2019

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Prior Year - 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	
Attendance below 90 percent	0	1	1	5	10	6	0	0	0	0	0	0	0	23
One or more suspensions	0	1	1	3	5	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	12	7	0	0	0	0	0	0	0	23

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	1	1	5	13	8	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	57%	53%	55%	55%
ELA Learning Gains	50%	56%	58%	53%	53%	57%
ELA Lowest 25th Percentile	36%	46%	53%	49%	44%	52%
Math Achievement	59%	59%	63%	66%	62%	61%
Math Learning Gains	62%	56%	62%	60%	58%	61%
Math Lowest 25th Percentile	54%	43%	51%	49%	47%	51%
Science Achievement	51%	57%	53%	53%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	83 (0)	84 (0)	109 (0)	91 (0)	87 (0)	104 (0)	558 (0)
Attendance below 90 percent	13 (0)	12 (0)	14 (0)	9 (0)	9 (0)	12 (0)	69 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	23 (0)	27 (0)	54 (0)

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

NOTE: 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	
03	2019	56%	58%	-2%	58%	-2%	
	2018	51%	56%	-5%	57%	-6%	
Same Grade Comparison		5%					
Cohort Comparison							
04	2019	53%	54%	-1%	58%	-5%	
	2018	53%	54%	-1%	56%	-3%	
Same Grade Comparison		0%					
Cohort Comparison		2%					
05	2019	40%	54%	-14%	56%	-16%	
	2018	39%	51%	-12%	55%	-16%	
Same Grade Comparison		1%					
Cohort Comparison		-13%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	60%	60%	0%	62%	-2%	
	2018	50%	58%	-8%	62%	-12%	
Same Grade Comparison		10%					
Cohort Comparison							
04	2019	59%	59%	0%	64%	-5%	
	2018	66%	60%	6%	62%	4%	
Same Grade Comparison		-7%					
Cohort Comparison		9%					
05	2019	48%	54%	-6%	60%	-12%	
	2018	49%	57%	-8%	61%	-12%	
Same Grade Comparison		-1%					
Cohort Comparison		-18%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	47%	56%	-9%	53%	-6%	
	2018	52%	56%	-4%	55%	-3%	
Same Grade Comparison		-5%					
Cohort Comparison							

Subgroup Data

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	25	32	22	30	61	65	38				

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
ELL	28	39	36	37	48	40	40				
BLK	49	33	33	56	48	55	44				
HSP	39	50	64	47	56	44	42				
MUL	62			85							
WHT	61	55	22	64	68	60	60				
FRL	49	46	35	54	58	53	48				

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	25	40	33	37	40	24	27				
ELL	19	30		25	35	45					
BLK	39	41		48	33	9	50				
HSP	38	43	50	45	45	40	23				
MUL	40			60							
WHT	59	55	42	66	58	39	75				
FRL	44	47	51	54	50	33	48				

2017 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 2015-16	C & C Accel 2015-16
SWD	18	30	37	30	30	32	33				
ELL	28	52	50	53	69	55	36				
BLK	43	54		55	63		50				
HSP	44	49	38	61	59	55	40				
MUL	36			50							
WHT	60	52	50	73	62	35	60				
FRL	47	53	52	63	61	48	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Volusia Pines' lowest performance was in the ELA Learning Gains with our Lowest Quartile students in which we decreased from previous year by 12%. The contributing factors was our focus on math and the small group instruction in ELA not being best aligned to the standards each student needed to be successful.

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

Volusia Pines' showed the greatest decline from the previous year in ELA Learning Gains Lowest Quartile Students by 12%. The contributing factors was our focus on math and the small group instruction in ELA not being best aligned to the standards each student needed to be successful.

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.

Volusia Pines' had the greatest gap of 13% with the ELA Learning Gains Lower Quartile students, Our focus was on math lower quartile students last year with an emphasis on small group instruction, however the small group instruction in ELA was not best aligned to the standards each student needed.

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

Volusia Pines' showed the most improvement in the Math Learning Gains of the Lowest Quartile in which we had an increase of 21%. We utilized Acaletics Quick Pick for grades 1-5, TIPA tutor focusing on math enrichment and intervention, math tutoring before and after school, and small group

instruction in math focusing on the standards the students were not mastering as seen on I Ready Diagnostic Assessment and the Volusia Math Tests.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The EWS data shows that our attendance lower than 90% (69 students) and students scoring level 1 on State wide assessment (54 students) are potential areas of concern.

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

1. Students with Disabilities
2. ELA achievement
3. ELL
4. African American
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Learning Gains Lower Quartile
Rationale	Our students based on ELA Learning Gains Lower Quartile FSA scored 12% lower than last year and was 13% lower than state average. 13% of our population are one or more grade levels below based upon I Ready ELA End of the Year 2019 Diagnostic results. Most of our Lower Quartile students were also in our three targeted ESSA subgroups of SWD, ELL, and African Americans.
State the measurable outcome the school plans to achieve	Increase ELA Learning Gains of the Lowest Quartile from 36% to 43%
Person responsible for monitoring outcome	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy	Small Group Intervention
Rationale for Evidence-based Strategy	Intervention has a 1.29 effect size according to John Hattie for visible learning outcomes for students. The key is making teaching and learning visible which includes intervention which has a high effect on students. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Action Step	
Description	1. Review ELA learning gains lower quartile data 2. Create data wall and students goal setting based on 2019 SY data and continue to update with 2020 SY data 3. Provide professional learning on small group ELA instruction 4. Administer I Ready ELA Diagnostic to establish baseline data-review data 5. Weekly PLC, plus monthly data review and adjustments will be made for interventions 6. Conduct monthly progress monitoring meetings with ESE, ELL, intervention teachers and instructional leaders to review data and instruction. 7. Conduct student led conferences 8. Create Coaching cycles to support teacher growth with small group instruction 9. Conduct Peer Learning Walks during small group instruction 10. Monitor small group instructions through ongoing administration walk-through and feedback
Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

#2	
Title	Science Achievement
Rationale	Our students scored a 51% on overall science achievement which is 3% lower than the previous year.

State the measurable outcome the school plans to achieve	Increase science achievement from 51% to 55%.
Person responsible for monitoring outcome	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy	Comprehensive Intervention
Rationale for Evidence-based Strategy	According to John Hattie's research, Comprehensive Intervention combined with direct instruction and strategy instruction with extended, deliberate practice will have an effect size of .77. https://dese.mo.gov/sites/default/files/10-Research-ProvenPracticesHattie.pdf

Action Step	
Description	1. Review science achievement data, specifically the clusters that our students didn't performed well. 2. Create data wall and student goal setting based on data 3. Science PL on Integrating Formative Assessments to Drive Instruction 4. Weekly PLC to develop and/or analyze formative assessments 5. Conduct monthly progress meetings with ESE, ELL, Instructional leaders, intervention teachers, and administration to review data and instruction. 6. Conduct Science Standard Throwback Days that focus on a particular standard that students are not mastering according to data. 7. Conduct learning walks during science instruction 8. Monitor science instruction through on-going Administration Walk throughs and feedback.
Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

#3	
Title	Students with Disabilities
Rationale	Our Students with Disabilities overall achievement in ELA, math, and science was 39%. Our SWD achievement in ELA and Math had a negative change, ELA learning gains of SWD had a negative 8% change, lower quartile SWD had a negative 11% change.

State the measurable outcome the school plans to achieve	Our Students with Disabilities (SWD) will increase from 39% to 45% overall achievement in ELA, Math, and Science.
Person responsible for monitoring outcome	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy	Reciprocal Teaching
Rationale for Evidence-based Strategy	According to John Hattie's visible learning, reciprocal teaching will teach cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking. https://dese.mo.gov/sites/default/files/10-Research-ProvenPracticesHattie.pdf

Action Step	
Description	1. Review ELA, math, and science achievement data on our Students with Disabilities (SWD) 2. Create data wall and review IEP goals with case managers. 3. Professional learning on Reciprocal Teaching for all teachers. 4. Administer I Ready ELA & I Ready Math Diagnostic-review data 5. Weekly PLC and monthly data review and adjustments to interventions 6. Conduct monthly progress monitoring meetings with ESE case manager, classroom teacher, intervention teachers, and administration to review data and instruction. 7.Create coaching cycles to support teacher growth with Reciprocal Teaching. 8. Conduct Learning Walks during Reciprocal Teaching. 9. Monitor Reciprocal Teaching through on-going administration walk throughs and feedback.
Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences. Reaching out to the families through the use of social media such as Facebook, Twitter, and Instagram.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school offers the following non-violence and anti-drug programs:
*Student Mentoring Program
*Crisis Training Program
*Suicide Prevention Program
*Bullying Program
* Second Step Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student Services personnel (ie: school psychologists, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Personnel: The school's leadership team consisting of the principal, assistant principal, academic coach, and guidance counselor. This leadership team reviews student progress data, develops intervention/remediation strategies, monitors instructional support, provides professional development, celebrates student success, and works with teachers to ensure student learning.

Instructional resources include professional learning opportunities developed by and provided by our district and our school's leadership team. The leadership team meets with the grade levels at weekly PLC meetings to collaborate on curriculum, data, and sharing of instructional strategies. Our district and school are both committed to meeting the needs of our students and maximizing our student's achievement.

Curricular: Our teachers will continue to implement the Florida Standards this year. They will be supported by both our district and the academic coach as well as the instructional leadership team.

Methodology for coordinating and supplementing funds: Federal/State funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services, and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council that meets monthly through a voting process .

Problem Solving Activities:
The School Improvement Plan is data driven and focuses on areas of school-based needs for both specific content areas as well as specific student populations and identifies resources by the leadership team and are matched to the needs of the students/schools.. The plan is a framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. These funds are used for planning, peer observations, technology, and professional learning.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Learning Gains Lower Quartile				$166,079.03
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	130-Other Certified Instructional Personnel	6871 - Volusia Pines Elementary School	Title, I Part A		$53,575.00
			Notes: Hinson Intervention Teacher			
	2110	130-Other Certified Instructional Personnel	6871 - Volusia Pines Elementary School	Title, I Part A		$40,000.00

			Notes: Walley Intervention Teacher			
	2110	130-Other Certified Instructional Personnel	6871 - Volusia Pines Elementary School	Title, I Part A		$52,078.00
			Notes: Lewitt Academic Coach			
	2110	140-Substitute Teachers	6871 - Volusia Pines Elementary School	Title, I Part A		$3,000.00
			Notes: Peer Learning Walks			
	2110	140-Substitute Teachers	6871 - Volusia Pines Elementary School	Title, I Part A		$7,000.00
			Notes: Data chats, curriculum alignment			
	2110	140-Substitute Teachers	6871 - Volusia Pines Elementary School	Title, I Part A		$3,071.15
			Notes: PL for Student Led Conferencing and Small Group ELA standards based instruction			
	3336	519-Technology-Related Supplies	6871 - Volusia Pines Elementary School	Title, I Part A		$1,840.00
			Notes: ESGI for KG ad 1st grade for data wall information			
	3336	590-Other Materials and Supplies	6871 - Volusia Pines Elementary School	Title, I Part A		$5,514.88
			Notes: Write Score			
2	**III.A.**	**Areas of Focus: Science Achievement**				**$1,808.95**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	590-Other Materials and Supplies	6871 - Volusia Pines Elementary School	Title, I Part A		$1,808.95
			Notes: Science Acaletics			
3	**III.A.**	**Areas of Focus: Students with Disabilities**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	6871 - Volusia Pines Elementary School	Title, I Part A		$3,000.00
			Notes: PL for Reciprocal Teaching			
					Total:	**$170,887.98**