Volusia Pines Elementary School

2020-21 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: 7/2/2012

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 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	48%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Gordon, Julie	Principal	
Smith, Sarah	School Counselor	
Tyndal, Karen	Teacher, ESE	
Sullo, Carol	Assistant Principal	
Hinson, Shandris	Teacher, K-12	
Velazquez, Adriana	Teacher, K-12	
Alvarez, Grace	Teacher, K-12	
Swanson, Deborah	Teacher, K-12	

Demographic Information

Principal start date
Monday 7/2/2012, Julie Gordon C

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.*

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.*

Total number of teacher positions allocated to the school
49

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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.	

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	81	85	107	90	89	101	0	0	0	0	0	0	0	553
Attendance below 90 percent	3	2	4	3	4	3	0	0	0	0	0	0	0	19
One or more suspensions	5	6	5	4	9	13	0	0	0	0	0	0	0	42
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	1	16	24	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	1	17	18	0	0	0	0	0	0	0	36

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	1	5	10	0	0	0	0	0	0	0	16

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/27/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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

ESSA Federal Index	
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%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 with the Student with Disabilities in overall achievement in ELA, math, and science. Our SWD achievement in ELA, math, and science had a negative change, ELA learning gains of SWD had a negative 8% change, lower quartile SWD had a negative 11% change. The contributing factors was our focus on math and small group instruction not being aligned best to the standards.

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

Volusia Pines' greatest decline 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 small group instruction not being aligned best to the standards. Also, Volusia Pines also showed a

decline in Science Achievement which took a negative 3% change. The contributing factors was the new curriculum, time, and greater focus on math.

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?

Volusia Pines' area of concern on the EWS is level 1 on state assessment (57 students) and discipline, one or more suspensions(42 students).

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

1. Students with Disabilities Achievement
2. ELA Achievement
3. Science Achievement
4. ELL Achievement
5. Discipline

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and 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 leearning gains of SWD had a negative 8% change, lower quartile SWD had a negative 11% change.
Measurable Outcome:	Our Student with Disabilities will increase from 39% to 44% overall achievement in ELA, Math, and Science.
Person responsible for monitoring outcome:	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy:	Increased instructional intensity through small group instruction.
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 our instructional intensity in small group standards based which has a high effect on student achievement. https://visible-learning.org

Action Steps to Implement

1. Review ELA, math, and science achievement data on our Students with Disabilities. Administration
2. Professional Learning on Empowering SWD Through High Quality Specially Designed Instruction for all teachers. Administration
3. Professional Learning on Reciprocal Teaching for all teachers. Administration
4. Weekly PLC and monthly data review and adjustments to interventions. Academic Coach
5. Student led goal setting and conferences per subject area. Administration & Academic Coach
6. Review IEP goals to show mastery of achieving IEP goals. Administration
7. Quarterly data chats with all stakeholders involved. Administration & Academic Coach
8. Peer Learning Walks Administration & Academic Coach
9. Create Coaching Cycles to ensure teacher growth and student achievement. Academic Coach

Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our students based on ELA Learning Gains of the Lower Quartile FSA scored 12% lower than last year and was 13% lower than state average.
Measurable Outcome:	Increase ELA Learning Gains of the Lower Quartile from 36% to 44%.
Person responsible for monitoring outcome:	Carol Sullo (cmsullo@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

Action Steps to Implement

1. Review ELA learning gains lower quartile data. Administration
2. Provide Professional Learning on small group ELA instruction Academic Coach & ELA Intervention Teacher
3. Weekly PLC, plus monthly data review and adjustments will be made for interventions Academic Coach
4. Quarterly data chats with all stakeholders. Administration & Academic Coach
5. Conduct monthly progress monitoring meetings with ESE, ELL, intervention teachers, and instructional leaders to review data and instruction. Administration
6. Student led goal setting and conferences per subject area. Academic Coach
7. Peer Learning Walks. Academic Coach & Administration
8. Create Coaching Cycles to ensure teacher growth and student achievement. Academic Coach

Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our students scored a 51% on overall science achievement which is a 3% lower than the previous year.
Measurable Outcome:	Increase science achievement from 51% to 56%.
Person responsible for monitoring outcome:	Carol Sullo (cmsullo@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 Steps to Implement

1. Review science achievement data, specifically the clusters that our students did not achieve mastery. Administration & Academic Coach
2. Student led goal setting. Academic Coach
3. Science Professional Learning on Creating Your Science Story to drive instruction.Administration & Academic Coach
4. Regular planning support for Science utilizing district support. Administration
5. Weekly PLC to develop and/or analyze formative assessments. Academic Coach
6. Conduct monthly progress meetings with ESE, ELL, Instructional Leaders, intervention teachers, and administration to review data and instruction. Administration
7. Conduct Science Standard based Flashback Friday days in all grade levels that focus on a particular standard that students are not mastering according to data. Academic Coach
8. Conduct Peer Learning Walks during science instruction. Academic Coach
9. Monitor science instruction through on-going Administration walk through and feedback. Administration

Person Responsible	Julie Gordon (jcgordon@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Monitoring ELL achievement:
1. Reviewing Access for ELL 2020 data
2. ELL Teacher to review at PLC the Access for ELL 2020 data and the specific ELL accommodations for each student.
3. During quarterly data chats monitor the progress of our ELL
Discipline:
1. Revisit SEL programs (Sanford Harmony) with a Professional Learning
2. Professional Learning on Restorative Practices
3. Revisit CHAMPS procedures within the school and classroom.

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 ensuring all stakeholders are involved.

Volusia Pines Elementary builds a positive school culture and environment ensuring consistent parent involvement at all school functions and parent/teacher conferences as indicated by our 5-Star School status. Volusia Pines uses all forms of social media such as Twitter and Facebook to reach out to all stakeholders on the events and activities occurring on campus. The school also utilizes School Messenger to reach out to our stakeholders to give updates and reminders on upcoming events. The Panther Press, our school newsletter, is sent home monthly and posted digitally on our school website. Also on the school website, we have links to PTA, parent information, academic support, faculty contact information, and social media.

Volusia Pines Elementary focuses on a positive school culture through our Social Emotional Learning (SEL) program, Sanford Harmony. Letters from this program are sent home to the parents to engage families on the trait that is being taught in the classrooms. Students are recognized for demonstrating Star Student traits throughout the school year. Positive Referrals are given to the students and a positive telephone call is made home to the parents celebrating the positive referral.

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00