

Volusia County Schools

# Louise S. Mcinnis Elementary School



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Louise S. Mcinnis Elementary School

5175 US HIGHWAY 17, De Leon Springs, FL 32130

<http://myvolusiaschools.org/school/mcinnis/pages/default.aspx>

## Demographics

**Principal: Widalis Camacho**

Start Date for this Principal: 7/28/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: B (54%) 2016-17: B (60%) 2015-16: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Louise S. Mcinnis Elementary School

5175 US HIGHWAY 17, De Leon Springs, FL 32130

<http://myvolusiaschools.org/school/mcinnis/pages/default.aspx>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>86%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>62%</p>

## School Grades History

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

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

McInnis staff, students, and community work together to encourage life long learning in order to achieve our goals.

#### Provide the school's vision statement.

McInnis Elementary ensures academic excellence by motivating students through diverse learning experiences and celebrating individual successes.

### 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
Bertolami, Lisa	Instructional Technology	Media Specialist, DLTL, PST Chair
Albright, Marci	Teacher, K-12	Physical Education Teacher
Campbell, Jennifer	Teacher, K-12	Interventionist
Baker, Joselyn	Assistant Principal	Assistant Principal
Larrabee, Sonia	Instructional Coach	Academic Coach
Smith, Wayne	Teacher, ESE	ESE Support Facilitation Teacher
Cruces, Lilia	Teacher, K-12	Kindergarten Teacher
Struska, Paul	Principal	Principal
Montalvo, Sara	School Counselor	School Counselor
Dail, Elba	Teacher, K-12	Fourth Grade Teacher
Del Moral, Leida	Teacher, K-12	ESOL Teacher

### Demographic Information

**Principal start date**

Tuesday 7/28/2020, Widalis Camacho

**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**

36

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: B (54%) 2016-17: B (60%) 2015-16: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	



<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	62	62	65	45	57	53	0	0	0	0	0	0	0	344
Attendance below 90 percent	8	5	3	2	3	5	0	0	0	0	0	0	0	26
One or more suspensions	1	4	4	3	5	2	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	1	1	0	0	0	0	0	0	0	2

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	1	2	10	3	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/28/2020

### 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	60	69	65	46	63	53	0	0	0	0	0	0	0	356
Attendance below 90 percent	5	7	3	7	5	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	6	19	12	0	0	0	0	0	0	37

**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	6	6	0	0	0	0	0	0	0	13

**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	2	2	10	4	1	0	0	0	0	0	0	0	0	19
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	60	69	65	46	63	53	0	0	0	0	0	0	0	356
Attendance below 90 percent	5	7	3	7	5	4	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	6	19	12	0	0	0	0	0	0	37

**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	6	6	0	0	0	0	0	0	0	13

**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	2	2	10	4	1	0	0	0	0	0	0	0	0	19
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	40%	56%	57%	35%	55%	55%
ELA Learning Gains	60%	56%	58%	53%	53%	57%
ELA Lowest 25th Percentile	52%	46%	53%	66%	44%	52%
Math Achievement	51%	59%	63%	53%	62%	61%
Math Learning Gains	49%	56%	62%	73%	58%	61%
Math Lowest 25th Percentile	32%	43%	51%	79%	47%	51%
Science Achievement	38%	57%	53%	60%	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	33%	58%	-25%	58%	-25%
	2018	48%	56%	-8%	57%	-9%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	51%	54%	-3%	58%	-7%
	2018	40%	54%	-14%	56%	-16%
Same Grade Comparison		11%				
Cohort Comparison		3%				
05	2019	33%	54%	-21%	56%	-23%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	60%	-16%	62%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	57%	58%	-1%	62%	-5%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	58%	59%	-1%	64%	-6%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		7%				
Cohort Comparison		1%				
05	2019	47%	54%	-7%	60%	-13%
	2018	67%	57%	10%	61%	6%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	56%	-18%	53%	-15%
	2018	50%	56%	-6%	55%	-5%
Same Grade Comparison		-12%				
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	2	39	55	22	37	32	5				
ELL	36	62	55	46	54	35	33				
HSP	39	60	52	50	49	30	38				
WHT	45	67		57	56		45				
FRL	37	58	48	48	49	33	39				
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	5	30	44	24	52	53					
ELL	30	41	42	49	63	70	33				
HSP	38	44	39	58	69	65	44				
WHT	56	48		70	56		85				
FRL	43	46	45	60	67	62	50				
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	4	47	67	21	58	71	50				

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
ELL	19	44	67	46	64	75	39				
HSP	28	47	59	51	71	76	54				
WHT	52	61		61	77		72				
FRL	32	50	64	51	71	79	55				

### 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	45
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	36
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	44
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.**

The data component that showed the lowest performance was students with disabilities with an overall score of 29%. Achievement data for English Language Arts was 2%, for Mathematics 22%, and for Science 5%.

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

Learning gains in Mathematics of our lowest quartile showed the greatest decline from the prior year. A decrease of 33% from the previous year shows that a lack of intervention in Mathematics was a contributing factor. The master schedule needs to reflect intervention for Mathematics.

**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, is found in the learning gains of the lowest 25th percentile in Mathematics with a gap of 19%. The percentage of learning gains of the lowest quartile for the state was 51% while McInnis percentage was 32%. Some contributing factors for these results are a lack of intervention and remediation of the standards taught in the classroom.

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

Learning gains in English Language Arts showed the most improvement increasing by 14% when compared to the previous year. McInnis's learning gains in English Language Arts increased from 46% to 60%. Intensive focus on reading intervention as reflected in the master schedule is a contributing factor for this improvement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

One area of concern on the EWS data is the increase in one or more suspensions. The total from 2018-2019 was only 1 student but 19 students were indicating one or more suspensions on 2019-2020. This was an increase of eighteen students in one year.

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

1. ESSA Subgroup-Students with Disabilities
2. Science proficiency
3. Learning Gains of the lowest 25th percentile in Mathematics.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** According to the state assessment data for the school year of 2018-2019, 2% of students with disabilities achieved a level 3 or above in the English Language Arts. An overall performance of 29% is 12 percentage points below the Federal Index of 41%.

**Measurable Outcome:** Increase the overall performance of ESSA Subgroup specifically relating to students with disabilities from 29% to 41%.

**Person responsible for monitoring outcome:** Paul Struska (ptstrusk@volusia.k12.fl.us)

**Evidence-based Strategy:** Increase the achievement of students with disabilities through standard aligned instruction.

**Rationale for Evidence-based Strategy:** Classroom instruction that is aligned to state standards has a positive impact on all students. According to the analysis results from Blank, & Smithson's (2014) research, "a greater degree of instructional alignment to standards did have a positive impact on student achievement, considering both academic standards and extended standards for students with disabilities".

**Action Steps to Implement**

1. Teachers will provide daily standards-aligned small group instruction to students with disabilities.
2. Exceptional Students Education (ESE) teachers will participate in weekly Professional Learning Communities (PLCs).
3. Participate in District and School-based Learning Walks.
4. All teachers will participate in quarterly Data Chats and form action plans to address the needs of students with disabilities.
5. Teachers will participate in professional learning for students with disabilities to build instructional practice and increase student achievement.
6. Provide additional interventions to meet the needs of students.

**Person Responsible** Joselyn Baker (jbaker1@volusia.k12.fl.us)



**#2. Instructional Practice specifically relating to Science**

**Area of Focus** Overall achievement data from the 2018-2019 Next Generation Sunshine State Standards (NGSSS) Statewide Science Assessment decreased from 52% of students scoring a level 3 or above to 38% of students scoring at proficiency.

**Measurable Outcome:** Increase overall science achievement from 38% to 54%.

**Person responsible for monitoring outcome:** Paul Struska (ptstrusk@volusia.k12.fl.us)

**Evidence-based Strategy:** Increase the achievement of students through standard aligned instruction.

**Rationale for Evidence-based Strategy:** Rigorous instruction and assessment of the Next Generation Sunshine State Standards will increase student achievement.

**Action Steps to Implement**

1. Plan for and teach standards-aligned Science lessons daily.
2. Use of science text for small group instruction and tutoring.
3. Incorporate science in Special Area subjects.
4. Learning by hands-on science through common experiments and other science lab experiences.
5. Offer supported planning for science.
6. Participate in District and School-based Learning Walks.
7. All teachers will participate in quarterly Data Chats and form action plans to address student needs.
8. Participate in professional learning for science to build instructional practice and increase student achievement.

**Person Responsible** Sonia Larrabee (slarrabe@volusia.k12.fl.us)

### #3. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** Mathematics state assessment data for the school year of 2018-2019 showed a decrease in learning gains of the lowest 25% of students from 65% to 32%.

**Measurable Outcome:** Mathematics learning gains of the lowest 25th percentile of students will increase from 32% to 54%.

**Person responsible for monitoring outcome:** Paul Struska (ptstrusk@volusia.k12.fl.us)

**Evidence-based Strategy:** Increase Mathematics learning gains through standards-aligned instruction.

**Rationale for Evidence-based Strategy:** Aligning standards with instruction and having high student expectations can impact at an effect size of up to 1.44 (Hattie, 2012).

#### Action Steps to Implement

1. Participate in professional learning for Mathematics.
2. Teachers will provide daily standards-aligned small group instruction to students in the lowest 25th percentile.
3. Provide additional interventions to meet the needs of students.
4. Offer supported planning for science to build the instructional practice and increase the achievement of students.
5. Participate in District and School-based Learning Walks.
6. All teachers will participate in quarterly Data Chats and form action plans to meet the needs of students.

**Person Responsible** Paul Struska (ptstrusk@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.

**The school leadership team will identify the eighteen students that were listed in the Early Warning Systems of Support with one or more suspensions. Along with the school counselor, the assistant principal will coach these students to build social skills of self-control, increase emotional intelligence by recognizing emotions from self and others with the use of RULER's MoodMeter, cope with stressors using RULER's MetaMoment, and follow RULER's Blueprint to engage in peer mediation. In addition, the counselor will develop action plans for each of these students to tailor interventions to individual needs. Furthermore, anti-bullying lessons from Child Safety Matters will be presented during SEL scheduled times. Teachers will also engage students in Sanford Harmony's Meet Up first thing every morning to build social skills.**

## 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.

The administrative team will survey faculty, staff, students, and parents each quarter to gather input on school culture and climate. The school leadership team analyses the data from these surveys to determine interventions to foster positive relationships with students, parents, faculty, and staff. Communication of programs and expectations are shared through collaborative spaces in Microsoft Teams, Professional Learning Communities, Facebook, Twitter, and School Messenger. Parent communication is shared in English and Spanish to maximize engagement. McInnis Elementary will engage in multiple activities throughout the year to involve parents in students' education. Some activities are the virtual meet the teacher, meet the teacher parade, resource parade, Hispanic Heritage Month, Black History month, building capacity with technology, and other literacy nights. In addition, McInnis Elementary engages parents and community members through the School Advisory Council (SAC) and Parent-Teacher Association (PTA). The School Advisory Council oversees expenditures and ensures that school efforts are aligned to the school improvement plan's goals for academic achievement. Furthermore, the school counselor offers support to our parents through resources available at the Parent Center. Leaders in our school have established partnerships with community entities like the DeLeon Springs Community Association that supports our students annually.

**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: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>