

Volusia County Schools

Volusia Pines Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.

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	Position Title	Job Duties and Responsibilities
Gordon, Julie	Principal	Oversee the development, implementation, and progress of the SIP.
Sullo, Carol	Assistant Principal	SIP Contact and SAC Chairman
Minor, Jessica	Teacher, K-12	Development of SIP
Hinson, Shandris	Teacher, K-12	Development of the SIP
Smith, Sarah	School Counselor	Development of the SIP
Hernandez, Linnette	Instructional Coach	Development of the SIP
Velazquez, Adriana	Teacher, K-12	Development of the SIP
Tyndal, Karen	Teacher, ESE	Development of the SIP
Swanson, Deborah	Teacher, K-12	Development of the SIP

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.*

0

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.*

0

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

505

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

3

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	64	66	87	59	76	0	0	0	0	0	0	0	402
Attendance below 90 percent	0	5	2	3	2	4	0	0	0	0	0	0	0	16
One or more suspensions	1	0	1	5	1	11	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	15	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	14	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	3	9	2	6	6	6	0	0	0	0	0	0	0	32

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	2	0	6	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	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	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	56%	57%	49%	55%	56%
ELA Learning Gains				50%	56%	58%	49%	51%	55%
ELA Lowest 25th Percentile				36%	46%	53%	48%	39%	48%
Math Achievement				59%	59%	63%	58%	60%	62%
Math Learning Gains				62%	56%	62%	52%	54%	59%
Math Lowest 25th Percentile				54%	43%	51%	33%	40%	47%
Science Achievement				51%	57%	53%	54%	58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	58%	-2%	58%	-2%
Cohort Comparison						
04	2021					
	2019	53%	54%	-1%	58%	-5%
Cohort Comparison		-56%				
05	2021					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	60%	0%	62%	-2%
Cohort Comparison						
04	2021					
	2019	59%	59%	0%	64%	-5%
Cohort Comparison		-60%				
05	2021					
	2019	48%	54%	-6%	60%	-12%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1-5 ELA i-Ready Diagnostic 1, 2, 3

1-5 Math i-Ready Diagnostic 1, 2, 3

5th grade Science VST 1, 2, 3

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67 / 17.91%	79 / 39.24%	74 / 56.76%
	Economically Disadvantaged	59 / 15.25%	71 / 36.62%	66 / 54.55%
	Students With Disabilities	17 / 11.76%	22 / 31.82%	19 / 42.11%
	English Language Learners	2 / 0.00%	5 / 20.00%	3 / 0.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65 / 13.85%	76 / 32.89%	72 / 65.28%
	Economically Disadvantaged	57 / 12.28%	67 / 31.34%	64 / 64.06%
	Students With Disabilities	16 / 18.75%	21 / 19.05%	20 / 55.00%
	English Language Learners	2 / 0.00%	4 / 0.00%	4 / 38.64%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70 / 22.86%	99 / 30.30%	92 / 48.91%
	Economically Disadvantaged	52 / 23.08%	71 / 29.58%	70 / 47.14%
	Students With Disabilities	6 / 0.00%	7 / 28.57%	7 / 42.86%
	English Language Learners	6 / 50.00%	9 / 0.00%	7 / 14.29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68 / 11.76%	79 / 31.65%	95 / 42.11%
	Economically Disadvantaged	50 / 12.00%	59 / 32.20%	71 / 43.66%
	Students With Disabilities	6 / 16.67%	7 / 0.00%	9 / 22.22%
	English Language Learners	6 / 0.00%	7 / 28.57%	8 / 25.00%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	93 / 43.01%	105 / 55.24%	120 / 60.00%
	Economically Disadvantaged	77 / 37.66%	86 / 50.00%	99 / 55.56%
	Students With Disabilities	18 / 22.22%	19 / 21.05%	27 / 18.25%
	English Language Learners	20 / 15.00%	23 / 26.09%	27 / 33.33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78 / 16.67%	104 / 24.04%	108 / 37.04%
	Economically Disadvantaged	63 / 15.87%	87 / 19.54%	87 / 33.33%
	Students With Disabilities	14 / 14.29%	21 / 0.00%	21 / 4.76%
	English Language Learners	16 / 18.75%	23 / 0.00%	25 / 20.00%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72 / 34.72%	73 / 43.84%	82 / 48.78%
	Economically Disadvantaged	50 / 34.00%	53 / 39.62%	59 / 44.07%
	Students With Disabilities	19 / 5.26%	19 / 10.53%	22 / 27.27%
	English Language Learners	8 / 37.50%	8 / 25.00%	9 / 33.33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67 / 16.42%	73 / 43.84%	76 / 61.84%
	Economically Disadvantaged	47 / 10.64%	52 / 40.38%	52 / 55.77%
	Students With Disabilities	17 / 5.88%	19 / 21.05%	21 / 42.86%
	English Language Learners	8 / 12.50%	8 / 37.50%	8 / 50.00%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	78 / 21.79%	84 / 30.00%	86 / 37.07%
	Economically Disadvantaged	68 / 19.12%	73 / 26.92%	72 / 33.67%
	Students With Disabilities	17 / 5.88%	18 / 4.76%	18 / 9.09%
	English Language Learners	15 / 13.33%	15 / 13.33%	15 / 36.36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	78 / 19.23%	86 / 31.40%	95 / 47.37%
	Economically Disadvantaged	68 / 16.18%	75 / 25.33%	81 / 44.44%
	Students With Disabilities	17 / 0.00%	20 / 5.00%	21 / 28.57%
	English Language Learners	15 / 20.00%	16 / 6.25%	19 / 26.32%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	327 / 51%	318 / 63%	248 / 78%
	Economically Disadvantaged	283 / 47%	276 / 61%	208 / 74%
	Students With Disabilities	62 / 31%	66 / 47%	46 / 64%
	English Language Learners	60 / 43%	55 / 57%	43 / 79%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	24		21	38	33	14				
ELL	28	29		15	15		36				
BLK	39	36		19	14		19				
HSP	34	33		25	20		29				
MUL	50			29							
WHT	57	39		47	42	36	54				
FRL	41	39	39	27	27	31	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
SWD	25	32	22	30	61	65	38				
ELL	28	39	36	37	48	40	40				
BLK	49	33	33	56	48	55	44				

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
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	46
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Math is our lowest performing core content area across grades 3-5. Upon a deeper dive, number and operations with fractions is a standard that grades 3-5 performed below expectations on FSA. Science achievement is an area of concern. Based on the i-Ready data in math and reading the Students with Disabilities and English Language Learners scored below proficiency in all grade levels. In ELA, only 42% of our grade 5 students scored a level 3 or higher.

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

Based on the progress monitoring and state assessment Volusia Pines Elementary needs to focus on Math Achievement, Math Learning Gains, Math Lower Quartile, Science Achievement, and ELA Achievement.

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

Due to the instructional vacancies this year at Volusia Pines, the students did not receive consistent high quality instruction. There was a lack of instructional time to fill in the gaps that occurred during the pandemic. Volusia Pines had a lot of students moving throughout the year from the Volusia Live to Face-to-Face instruction. The new actions Volusia Pines will take is to ensure intervention will be done with fidelity, to provide time for collaborative grade level team planning, to ensure small group instruction and daily formatives are done daily, and conduct professional learning in Math, ELA, and Science throughout the year.

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

Volusia Pines Elementary showed the most improvement in ELA lower quartile and the fourth graders met or exceeded state and district proficiency levels in ELA and Math.

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

Volusia Pines Elementary was consistent with the ELA intervention and the fourth grade team planned consistently with each other as well as with the ESE and ELL teachers. Goal setting was done with the fourth grade students for their i-Ready diagnostic assessments. The new actions Volusia Pines Elementary will take is to ensure the SEL component is focused around improvement, goal setting throughout the year in all core subject areas, and reinforcers for growth for the the students.

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

In order to accelerate learning at Volusia Pines Elementary we will implement WIN (What I Need) Time. Enrichment will occur with the special area team during two periods of the day. Volusia Pines will develop the First Lego League Challenge Robotics Competition Club for 4th and 5th grade students after school.

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

In order to support the teachers at Volusia Pines Elementary, the professional learning they will receive is on Teacher Clarity, Math small group, Science planning, ELA Small Group, and Reciprocal Teaching.

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

Volusia Pines Elementary will implement tutoring including ESE and ESOL; intervention in ELA with intervention teacher; mentoring; science robotics club; science and math curriculum nights; and after school enrichment clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The Area of Focus aligns to the Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result, our Needs Assessment revealed a deficit in Math. The math learning gains was at 31%, math lower quartile was at 33%, and overall math achievement was at 35%, which was below the state and district averages.
Measurable Outcome:	Volusia Pines Elementary will increase math achievement from 35% to 55%. We will increase math learning gains from 31% to 51% and increase math lower quartile from 33% to 48%.
Monitoring:	The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific math look-fors, data chats, and peer learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Persons Responsible: Principal Julie Gordon and Academic Coach Linnette Hernandez.
Person responsible for monitoring outcome:	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy:	Volusia Pines Elementary will use Small Group Intervention as the strategy for this area of focus. We will monitor it through frequent walkthroughs by school based administration, academic coach, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	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

Share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of small group intervention

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

Provide ongoing professional learning in small group math and Teacher Clarity during ERPLs and PLCs.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Provide training on Reflex Math for implementation to increase math facts and fluency for students.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers "doing the work" to provide work examples that illustrate desired outcomes for their students.

Person Responsible Carol Sullo (cmsullo@volusia.k12.fl.us)

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, progress monitoring standards in math, determine students who need additional intervention to be successful as well as enrichment.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Students with the assistance of teachers will set goals for i-Ready Math and district assessments in math.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The Area of Focus aligns to the Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result our Needs Assessment revealed a deficit in science. Science achievement was 41% which was below state and district averages.

Measurable Outcome: Volusia Pines Elementary will increase Science Achievement from 41% to 51%.

Monitoring: The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific science look-fors, data chats, and peer learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Persons Responsible: Principal Julie Gordon and Academic Coach Linnette Hernandez.

Person responsible for monitoring outcome: Julie Gordon (jcgordon@volusia.k12.fl.us)

Evidence-based Strategy: Volusia Pines Elementary will focus on Teacher Clarity as the evidence based strategy. We will monitor it through frequent walkthroughs by school-based administration, coaches, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on student's learning and determining next steps.

Rationale for Evidence-based Strategy: Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who:

- have appropriately high expectations.
- share their notions of success criteria with their students.
- ensure that there is constructive alignment between the lesson, the task, and the assignment.
- ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and
- provide welcome feedback about where to move to next.

Action Steps to Implement

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Teacher Clarity.

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

Provide ongoing professional learning in Teacher Clarity during ERPLs, Teacher duty day, and PLCs.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

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

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

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers “doing the work, to know the work” to provide exemplified problems that illustrate desired outcomes for their students.

Person Responsible Carol Sullo (cmsullo@volusia.k12.fl.us)

Teams will engage in ongoing teacher clarity work during faculty meetings and integrate the following questions into their discussions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefitted and who did not?

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

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, review student work, determine students who need additional instruction or intervention to be successful.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Use of science boards to focus on the Nature of Science standards to be utilized with each common experiment to ensure students make the connection and master the Nature of Science standards.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Teachers will use the science laboratory for the common science experiments to apply the learning done in the classrooms.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Students with the assistance of teachers will set goals for district assessments in science.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	<p>The Area of Focus aligns to the Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result our Needs Assessment revealed a deficit in performance with our Students with Disabilities and our African American students.</p> <p>The Needs Assessment revealed that our Students with Disabilities scored below the ESSA percentage of 41% in ELA, Math, and Science. In ELA the Students with Disabilities scored 19% in ELA achievement, ELA Learning Gains 24%, ELA lower quartile 22%, Math achievement 21%, Science achievement 14%, Math learning gains 38%, and Math lower quartile 33%.</p> <p>Also the Needs Assessment revealed that our African American students scored below the ESSA percentage of 41% in ELA, Math, and Science. In Math the African American students scored 19% in Math achievement, Math learning gains 14%, ELA achievement 39%, ELA learning gains 36%, ELA lower quartile 40%, and Science 19%.</p>
Measurable Outcome:	<p>Volusia Pines Elementary will increase the Student with Disabilities ELA Achievement from 19% to 32%, ELA Learning Gains from 24% to 32%, ELA Lowest Quartile from 22% to 32%, Math Achievement from 21% to 32%, and Science from 14% to 32%.</p> <p>Volusia Pines Elementary will increase African American students achievement in Math from 19% to 32%, Math learning gains from 14% to 32%, and Science from 19% to 32%.</p>
Monitoring:	<p>The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific ELA, math, and science look-fors, data chats, and peer learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Persons Responsible: Principal Julie Gordon and Academic Coach Linnette Hernandez.</p>
Person responsible for monitoring outcome:	Carol Sullo (cmsullo@volusia.k12.fl.us)
Evidence-based Strategy:	<p>Volusia Pines Elementary will use Small Group Intervention with Teacher Clarity as the strategy for this area of focus. We will monitor it through frequent walkthroughs by school based administration, academic coach, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.</p>
Rationale for Evidence-based Strategy:	<p>Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who:</p> <ul style="list-style-type: none"> • have appropriately high expectations. • share their notions of success criteria with their students. • ensure that there is constructive alignment between the lesson, the task, and the assignment. • ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and • provide welcome feedback about where to move to next. <p>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.</p>

Action Steps to Implement

Share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of small group intervention with Teacher Clarity.

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

Provide ongoing professional learning in Math and ELA Small Group and Teacher Clarity during ERPLs, teacher duty day, and PLCs.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

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

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

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers "doing the work" to provide work examples that illustrate desired outcomes for their students.

Person Responsible Carol Sullo (cmsullo@volusia.k12.fl.us)

Teams will engage in ongoing teacher clarity work during faculty meetings and integrate the following questions into their discussions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefitted and who did not?

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

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, progress monitoring standards in math, science, and ELA, determine students who need additional instruction or intervention to be successful.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Students with the assistance of teachers will set goals for i-Ready Math and ELA and district assessments in ELA, math, and science.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The Area of Focus aligns to the Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result our Needs Assessment revealed a deficit in ELA. The ELA learning gains was at 40%, ELA lowest quartile was at 37%, and overall ELA achievement was at 47% which was below the state average.
Measurable Outcome:	Volusia Pines Elementary will increase ELA achievement from 47% to 57%. We will increase ELA learning gains from 40% to 50% and increase ELA lower quartile from 37% to 47%.
Monitoring:	The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific ELA look-fors, data chats, and peer learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Persons Responsible: Principal Julie Gordon, Assistant Principal Carol Sullo, and Academic Coach Linnette Hernandez.
Person responsible for monitoring outcome:	Julie Gordon (jcgordon@volusia.k12.fl.us)
Evidence-based Strategy:	Volusia Pines Elementary will use Small Group Intervention as the strategy for this area of focus. We will monitor it through frequent walkthroughs by school based administration, academic coach, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy:	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

Share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of small group intervention

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

Provide ongoing professional learning in ELA whole and small group using the new Benchmark Resources along with Teacher Clarity and Success Criteria during ERPLs and PLCs.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers "doing the work" to provide work examples that illustrate desired outcomes for their students. Teachers will also plan specific higher order questions to ask during whole and small group instruction. Teachers will establish success criteria for the lessons.

Person Responsible Carol Sullo (cmsullo@volusia.k12.fl.us)

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, progress monitoring standards in ELA, determine students who need additional intervention to be successful as well as enrichment.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Develop WIN (What I Need) Groups at PLC and monitor implementation of small group intervention and enrichment groups monthly.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Students with the assistance of teachers will set goals for i-Ready ELA and district assessments in ELA.

Person Responsible Linnette Hernandez (lhernand@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

According to the Safe Schools for Alex website, Volusia Pines Elementary in the 2019-2020 school year had 2.7 incidents of discipline per 100 students, when compared to other elementary schools places us in the high category of discipline events. Volusia Pines will monitor our suspension rate and incidents of fighting. Volusia Pines has developed a behavior management plan for the students based on character traits and will focus on positivity throughout the campus. Common Rules and Procedures have been developed to be reviewed with the students at the beginning and throughout the year. Mentors will be provided to students with a high amount of referrals. Teachers will start the day with a SEL activity as part of the Sandford Harmony program.

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.

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 of 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.

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

School Counselor -Positive referrals, Sandford Harmony Support, and mentoring
 Administration- The Panther Press, School Messenger, and 5 Star
 Social Media Teacher- Updating school website, Twitter, and Facebook
 Instructional Leaders- The Panther Press and 5 Star

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00