

Volusia County Schools

Volusia Pines Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (59%) 2018-19: C (52%) 2017-18: C (49%)
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	N/A
* 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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<http://myvolusiaschools.org/school/volusiapines/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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

Purpose and Outline of the SIP

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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 a safe environment where staff, parents, and community will work together to inspire all students to master academic and life skills.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gordon, Julie	Principal	Ensure safety and lead Volusia Pines faculty, staff, and students to academic success. Oversee the development, implementation, and progress of the SIP.
Sullo, Carol	Assistant Principal	Ensure safety and assist in leading students to academic success. SIP Contact and SAC Chairman.
Hernandez, Linnette	Instructional Coach	Provide support to teachers academically to ensure success of all faculty and students. Assist in the development of the SIP.
Smith, Sarah	School Counselor	Assist in the development of the SIP.
Minor, Jessica	Teacher, K-12	Assist in the development of the SIP.
Hunt, Jaaqua	Teacher, K-12	To assist with the development of the SIP

Demographic Information

Principal start date

Monday 7/2/2012, Julie Gordon C

Number of teachers with a 2022 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 2022 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

42

Total number of students enrolled at the school

512

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	95	88	87	103	85	0	0	0	0	0	0	0	527
Attendance below 90 percent	16	24	25	18	28	24	0	0	0	0	0	0	0	135
One or more suspensions	2	5	5	6	7	4	0	0	0	0	0	0	0	29
Course failure in ELA	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	29	21	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	28	29	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	6	12	29	27	29	31	0	0	0	0	0	0	0	134

Using the table above, complete the table below with the number of students by current grade level who have 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	3	3	11	17	21	18	0	0	0	0	0	0	0	73

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	1	1	0	0	0	0	0	0	0	0	5
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

Wednesday 8/17/2022

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	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	

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	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	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	53%	56%				52%	56%	57%
ELA Learning Gains	56%						50%	56%	58%
ELA Lowest 25th Percentile	49%						36%	46%	53%
Math Achievement	52%	42%	50%				59%	59%	63%
Math Learning Gains	70%						62%	56%	62%
Math Lowest 25th Percentile	74%						54%	43%	51%
Science Achievement	64%	55%	59%				51%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	58%	-2%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	53%	54%	-1%	58%	-5%
Cohort Comparison		-56%				
05	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	60%	0%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	59%	59%	0%	64%	-5%
Cohort Comparison		-60%				
05	2022					
	2019	48%	54%	-6%	60%	-12%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	43	35	28	71	76	47				
ELL	32	37	36	38	78	77					
BLK	35	41		52	71						
HSP	43	50	40	44	71	83	62				
MUL	53			63							
WHT	61	66	50	56	68	60	67				
FRL	43	51	48	48	72	76	61				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	50
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	56
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	58
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	
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	61
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the FSA ELA results, 44% of the students in third grade were proficient which was 9% below state average; 48% of the students in fourth grade were proficient which was 9% below state average; and 57% of our fifth grade students were proficient which was 2% higher than state average. This data shows that third and fourth grade were the same percentage below state whereas fifth grade exceeded the state average.

Based on the FSA Math results, 55% of the students in third grade were proficient which was 3% below state average; 52% of the students in fourth grade were proficient which was 9% below state average; and 42% of the students in fifth grade were proficient which was 10% below state average. This data shows that each grade level the gap between school and state average increases.

Based on the FSSA Science results, 61% of our fifth grade students were proficient which was 13% higher than state average.

ESSA subgroups AA 49% proficiency up 25%; Hispanic 56% proficiency up 25%; Multi Racial 79% proficiency up 25%; SWD 47% proficiency up 23%; White 61% proficiency up 18%; FRD 57% proficiency up 22%; ELL 48% proficiency up 25%. Female students were at 64% proficiency and males were at 54% proficiency.

Based on the Access for ELL assessment 2022 results have our students at 26.3% proficient which is 5.2% higher than state and an increase of 7.5% from the 2021 results.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When comparing cohorts based on the 2021 and 2022 state assessments in ELA the third graders in 2021 were 51% proficient whereas fourth graders in 2022 they were 48% proficient which is a -3% change. These students are now fifth graders and will need to be monitored on their ELA proficiency for the upcoming school year. Standards that our students struggled with in ELA on state assessments are

in the area of Language and Editing as well as Text based writing. On district assessments in the 2021-2022 school year, the standards our students across all grade levels did not meet proficiency on are R.1.3(characters perspective in a literary text), R.2.2 (explain how relevant details support the idea in a text), and R.3.2 (summarize a text to enhance comprehension).

When comparing cohorts based on the 2021 and 2022 state assessments in Math the fourth graders in 2021 were 52% proficient whereas fifth graders in 2022 were 42% which is a -10% change. These fifth graders are now in sixth grade, however we will monitor our current fifth graders who have made gains since third grade to ensure they do not drop in proficiency levels. Standards that our students struggled with in Math on state assessments are in the area of Number & Operations-Fractions and Operations & Algebraic Thinking. On district assessments in the 2021-2022 school year, the standards our students across all grade levels did not meet proficiency on are OA1.3, OA2.4, and NBT1.1.

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

Volusia Pines is still closing learning gaps that occurred from the Covid pandemic, especially when the data is showing standards that all grade levels are struggling to master to proficiency. Another factor is the implementation of BEST while teaching LAFS in grades 3-5. Walkthrough trends showed a need for verification of learning and collaboration practices. The new actions Volusia Pines will take is to provide time for collaborative grade level team planning based on standard aligned data, to ensure small group instruction occurs in math and ELA, daily formatives including student verification of learning, collaborative practices, WIN groups that are fluid and start earlier this school year, tutoring (before, after, and during school), and conduct professional learning in Math, ELA, and Science throughout the year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Volusia Pines Elementary showed the most improvement in Math learning gains which made a gain from 31% to 70%; Math learning gains lower quartile made a gain from 33% to 74%; and Science achievement increased from 41% to 64% this year on the State Assessment. All ESSA subgroups met or exceeded the 41% proficiency level.

On district assessments for the 2021-2022 school year in ELA, the highest performing standards across all grade levels is V.12 and F.1.3 in which our students had over 90% proficiency. On district assessments for 2021-2022 school year in Math, the highest performing standards across all grade levels is MD1.1, G1.2, and NF1.1 in which our students had over 90% proficiency.

On the state assessment in ELA our highest content area is Craft and Structure and in Math our highest content area is Measurement and Geometry.

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

Volusia Pines Elementary teachers were provided professional learning in small group math instruction, collaborative practices, ESOL strategies, verification of learning, and teacher clarity. Teachers participated in collaborative planning which focused on the standard alignment, the lesson, and tasks. PLCs focused on identifying learning targets, best practices in instructional strategies, progress monitoring standards in math, and determined based on data the students who need additional intervention or enrichment. Before, after, and during school tutoring based on lower performing standards occurred twice a week. IReady diagnostic monitoring and student goal setting for I ready was done three times during the year.

In Science, professional development was on Interactive Science Notebook and best practices in Science was conducted. Common experiments for grades K-5 was conducted with the use of a science board to teach the scientific process. Data review of SMT 1 versus SMT 2 was conducted and based on the results a plan was developed to remediate the Fair Game Standards. Science tutoring during the day for the "bubble" students was provided.

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, which will focus on the students that need enrichment based upon the IReady Diagnostic data, progress monitoring, district assessments, and FAST Star Early Literacy (K-1), FAST Star Reading (2nd), and FAST Cambium (3-5) assessments. Enrichment will occur with the special area team during one periods of the day. A TIPA Tutor will work with the students that are on the "bubble" to push them to levels 4 and 5. Volusia Pines will continue 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 Mood Meters to assist students identifying their emotions in learning, decision making, and mental health to enrich academic performance. The development of WIN Groups which focuses on each individual student and provides learner centered instruction which is flexible and fluid in content and standards which for students includes accelerated learning based on data. Deep dive into ELA and Math standards to identify those students who need enrichment opportunities and develop an action plan for enrichment as well as support. Other professional development opportunities include; SIPPS refresher, Reflex Math, ESOL strategies, SWD strategies/accommodations, CSPM Writing, Science Fair Game standard review, MTSS, and PBIS. As a school we will use a data-based, problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students. Instruction and intervention are provided to students across multiple tiers of intensity based on need. Staff will make data-based decisions in order for resources to reach the students at the appropriate levels to increase the performance of all students with the goal of achieving and/or exceeding proficiency.

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 before, after and during the school as well as ESOL; intervention in ELA with intervention teacher; WIN groups that are fluid, peer learning walks, data chats with teachers, mentoring to those on the EWS report; science robotics club; science, ELA, and math curriculum nights; and after school enrichment clubs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Goal 1: Engage all students in high levels of learning. Based on the FSA Math results, 55% of the students in third grade were proficient which was 3% below state average; 52% of the students in fourth grade were proficient which was 9% below state average; and 42% of the students in fifth grade were proficient which was 10% below state average. This data shows that each grade level the gap between school and state average increases. When comparing cohorts based on the 2021 and 2022 state assessments in Math the fourth graders in 2021 were 52% proficient whereas fifth graders in 2022 were 42% which is a -10% change. These fifth graders are now in sixth grade, however we will monitor our current fifth graders who have made gains since third grade to ensure they so not drop in proficiency levels. Standards that our students struggled with in Math on state assessments are in the area of Number & Operations-Fractions and Operations & Algebraic Thinking.. On district assessments in the 2021-2022 school year, the standards our students across all grade levels did not meet proficiency on are OA1.3, OA2.4, and NBT1.1.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, the overall Math Achievement on the FAST Cambium Assessment will show a proficiency of 54%. In May 2023, Volusia Pines Elementary will increase overall Math Achievement to 57% based on the third FAST Cambium Assessment. By May of 2023, 90% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs. Coaching practice, by April 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored through classroom observations using a walkthrough 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. At least once per month PLCs will engage in data analysis of students to determine the effect of the intervention. Instruction, curriculum and environment will be assessed at the PLC.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Volusia Pines Elementary will use Small Group Intervention based on formative assessments 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. Tier 2 & 3 students will receive additional tutoring either before, during, or after school based on standards they are not proficient.

Rationale for Evidence-based Strategy:
Explain the rationale for

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>

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources used for this strategy will be the National Geographic Big Ideas Math and IReady Teacher Toolkit in math.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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)

Provide training for the teachers on effectively utilizing Reflex Math to increase math facts and fluency for all students. Professional Learning on the new textbook, math block effective teaching practices, and differentiated instruction strategies. Professional learning on strategies to support SWD and ELL students.

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

Teachers will work with students to set goals for IReady Math, district assessments, and FAST Cambium assessment in math. Walkthroughs will occur during assessment to ensure our ELL and SWD students are receiving the appropriate accommodations.

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

Based on the classroom walkthroughs by administration and student data, teachers will be provided support for implementation of math instruction through on-going coaching support.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. The ESSA subgroups that are in the "C" range of the state accountability reports are African Americans who were 49% proficient; English Language Learners who were 48% proficient; and Student with Disabilities who were 47% proficient.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, the ESSA subgroups of African Americans, English Language Learners and Student with Disabilities will be 50% proficient or higher on district assessments and on the FAST Cambium. By May 2023, the ESSA subgroups of African Americans, English Language Learners, and Student with Disabilities will be 52% proficient or higher on district assessments and on the FAST Cambium third Assessment.

By May of 2023, 90% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs.

Coaching practice, by April 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through fidelity checks of the interventions that these ESSA subgroups will participate in for ELA and Math based on student data. One time per month PLCs will engage in data analysis of ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will be assessed at the PLC.

Person

responsible for monitoring outcome:

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

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Volusia Pines Elementary will use Small Group Intervention based on formative assessments 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 focused on verification of learning and collaborative practices. 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. Peer learning walks in ELA and Math will occur across all grade levels. Tier 2 & 3 students will receive additional tutoring either before, during, or after school based on standards they are not proficient.

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>

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The resources used for this strategy will be the National Geographic Big Ideas Math and IReady Teacher Toolkit in math. In ELA the teachers will utilize SIPPS and Benchmark Advance Interventions Comprehension Lessons.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

At a PLC review students in intervention from the previous year and set up intervention groups based on those students. Determine the need of these students' interventions based on Decision Rules and ICEL (instruction, curriculum, environment, and learner) strategy.

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)

Monthly PLC to determine progress of ESSA subgroups, making progress towards our goal of 54%. Tracking of students on unit/chapter assessments in ELA and Math and monitor the fidelity of the interventions of Tier 2 and Tier 3 students through walkthroughs.

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

Based on the classroom walkthroughs by administration and student data, teachers will be provided support for implementation of math instruction through on-going coaching support.

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

Provide professional learning in the areas of a SIPPS refresher, Reflex Math, All things math, MTSS, PBIS so the teachers have the resources to provide quality instruction.

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

School Counselor will pull ESSA small groups at lunch to set goals and discuss strategies for academic and behavioral success.

Person Responsible Sarah Smith (sasmith2@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to PBIS**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy, and supportive environment. As a result of our data analysis, our student attendance rate is 7.5 absences per student and our discipline rate was at 190 referrals during the 2021-2022 school year. Students need to be at school and in class in order to learn and close the learning gap.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, Volusia Pines will reduce our absentee rate to 6.5 per student and our referral rate of 85 or less. By May 2023, our goal is to reduce the student absentee rate to 6 absences per student for the 2022-2023 school year. Also, to reduce our discipline rate to 170 referrals or less for the 2022-2023 school year. The outcomes will be obtained by implementing the PBIS strategies and expectations schoolwide.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through monthly absences and discipline FOCUS reports to determine the students that need additional supports due to their absences and/or discipline. These reports will be presented monthly at either PLC or monthly faculty meetings. Administration will also utilize walkthroughs to verify PBIS schoolwide behavioral systems charts to include common language, common expectations, and reward/incentive are posted and referred to throughout the day.

Person

responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented is the Florida Positive Behavioral Interventions and Support (PBIS) and MTSS. When districts and schools are organized as an MTSS, educators use a data-based, problem solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students. Instruction and intervention are provided to students across multiple tiers of intensity based on need.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS and MTSS is a system of supports that is based on prevention. MTSS were outlined in John Hattie's work and can yield an effect size of 1.29 when implemented with fidelity. <https://visible-learning.org>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS team initiated and professional learning for three days on the basics of PBIS. The PBIS team will develop a system of supports based on prevention. The team will also create Volusia Pines Elementary's PBIS expectations and strategies based on school data.

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

Share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of PBIS. The PBIS Team will present the expectations and strategies for the students in all school areas.

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

Professional learning through ERPLs on MTSS systems and supports as well as PBIS updates. Mood Meter training and implementation in all classrooms.

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

Monthly PLC to review attendance and discipline rates. Students that continue to need further supports/intervention would be identified in order to prevent them from reaching Tier 3 with behaviors/attendance. MTSS supports based on ICEL (instruction, curriculum, environment, and learner) strategies will be reviewed.

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

Awards are given for attendance class of the day, attendance of the week, and brag tags for perfect attendance. Quarterly there is a perfect attendance "Be Here" parade with the attendance bee. At the end of the year students with perfect attendance for the year are presented a trophy.

Person Responsible Sarah Smith (sasmith2@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

None

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in third grade who scored a Level 1 and Level 2 on ELA FSA is 55%. Students in fourth grade who scored a Level 1 and Level 2 on ELA FSA is 53%. On Iready, fourth grade had 50% of the students in Tier 2 and Tier 3. On Iready, fifth grade had 59% of the students in tier 2 and Tier 3.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

None

Grades 3-5: Measureable Outcome(s)

By February 2023, the overall Math Achievement on the FAST Cambium Assessment will show a proficiency of 54%. In May 2023, Volusia Pines Elementary will increase overall Math Achievement to 57% based on the third FAST Cambium Assessment.

By May of 2023, 90% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs.

Coaching practice, by April 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 50%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific ELA look-fors such as verification of learning and collaborative practices, 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.

At least once per month PLCs will engage in data analysis of students to determine the effect of the intervention.

Instruction, curriculum and environment will be assessed at the PLC.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gordon, Julie, jcgordon@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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. Tier 3 students will work with our ELA Intervention Teacher based on student needs.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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>

The programs the teachers will use is SIPPS, Benchmark Advance Interventions Comprehension Lessons and IReady Teacher Toolbox lessons.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership is to share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of small group intervention in ELA. Administration will continue throughout the year to update the progress of ELA achievement to all stakeholders.</p>	<p>Gordon, Julie, jcgordon@volusia.k12.fl.us</p>
<p>Conduct PLCs focused on identifying learning intentions, discuss ideas for instruction, progress monitoring standards in ELA based on assessments, determine students who need additional intervention to be successful as well as for enrichment as based on the data from IReady Diagnostic, FAST Star Literacy (K-1), FAST Star Reading (2), FAST Cambium (3-5), and district assessments. Develop WIN (What I Need) Groups at PLC and monitor implementation of small group intervention and enrichment groups monthly. ELA Intervention teacher will provide support for our Tier 3 students and share progress with teachers and administration.</p>	<p>Hernandez, Linnette, lhernand@volusia.k12.fl.us</p>
<p>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 and develop formative assessments.</p>	<p>Hernandez, Linnette, lhernand@volusia.k12.fl.us</p>
<p>Provide ongoing professional learning in ELA whole and small group using the new Benchmark Resources and SIPPS refresher, as well as writing support.</p>	<p>Gordon, Julie, jcgordon@volusia.k12.fl.us</p>
<p>Based on the classroom walkthroughs by administration and student data, teachers will be provided support for implementation of ELA instruction through on-going coaching support.</p>	<p>Hernandez, Linnette, lhernand@volusia.k12.fl.us</p>
<p>Teachers will work with students to set goals for i-Ready ELA, district assessments, and FAST Cambium assessment in ELA. Walkthroughs will occur during assessment to ensure our ELL and SWD students are receiving the appropriate accommodations.</p>	<p>Sullo, Carol, cmsullo@volusia.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 sign-in sheets. 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 and Mood Meter. Letters from this program are sent home to the parents to engage families on the trait that is being taught in the classrooms. PBIS school wide behavioral system is being initiated this year as we focus on a positive behavioral interventions and supports this year. Volusia Pines supports children through small group and classroom guidance lessons given by our School Counselor. 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 school culture and environment.

School Counselor -Positive referrals, Sanford Harmony Support, mentoring, PBIS
 Administration- The Panther Press, School Messenger, and PBIS
 Social Media Teacher- Updating school website, Twitter, Facebook and part of the PBIS team
 Instructional Leaders- The Panther Press and PBIS Team members