

Volusia County Schools

R. J. Longstreet Elementary School



2022-23 Schoolwide Improvement Plan

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R. J. Longstreet Elementary School

2745 S PENINSULA DR, Daytona Beach, FL 32118

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

Demographics

Principal: Lynn Bruner

Start Date for this Principal: 6/1/2020

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: A (62%) 2018-19: C (53%) 2017-18: C (48%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	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	44%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

R. J. Longstreet, in partnership with our community, will empower students to become compassionate, lifelong learners who are responsible, productive and engaged citizens within our global society.

Provide the school's vision statement.

Students strive to achieve their maximum potential in an engaging, inspiring and challenging learning environment.

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
Haubrich, Melissa	Principal	The principal is responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe and secure school environment.
Henderson, Marge	Assistant Principal	The assistant principal supports the principal with monitoring the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The assistant principal establishes an orderly, safe and secure school environment.
Hogan, Dianna	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring school-wide data and participates in activities designed to target areas of academic concern.
Legath, Jennifer	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring school-wide data and participates in activities designed to target areas of academic concern.
Palmore, Shana	Other	As a member of the school leadership team, she works to assist in monitoring school-wide data and participates in activities designed to target areas of academic concern.
Rajcooar, Christina	Teacher, K-12	As a member of the school leadership team, she works to assist in monitoring school-wide data and participates in activities designed to target areas of academic concern.

Demographic Information

Principal start date

Monday 6/1/2020, Lynn Bruner

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.*

2

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.*

15

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

352

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

5

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

7

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	63	49	80	57	49	54	0	0	0	0	0	0	0	352
Attendance below 90 percent	23	18	23	13	13	10	0	0	0	0	0	0	0	100
One or more suspensions	2	2	6	6	6	4	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	21	9	6	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	12	12	13	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	14	8	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	18	9	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	6	11	16	9	6	3	0	0	0	0	0	0	0	51

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	4	5	8	24	17	14	0	0	0	0	0	0	0	72

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	0	0	3	2	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 6/3/2022

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	26	55	24	37	37	41	0	0	0	0	0	0	0	220
Attendance below 90 percent	1	0	1	1	4	2	0	0	0	0	0	0	0	9
One or more suspensions	0	3	1	1	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	2	0	2	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	1	2	5	0	0	0	0	0	0	0	8

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	2	5	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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	26	55	24	37	37	41	0	0	0	0	0	0	0	220
Attendance below 90 percent	1	0	1	1	4	2	0	0	0	0	0	0	0	9
One or more suspensions	0	3	1	1	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	2	0	2	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	1	2	5	0	0	0	0	0	0	0	8

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	2	5	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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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	55%	53%	56%				62%	56%	57%
ELA Learning Gains	71%						54%	56%	58%
ELA Lowest 25th Percentile	57%						50%	46%	53%
Math Achievement	54%	42%	50%				55%	59%	63%
Math Learning Gains	67%						56%	56%	62%
Math Lowest 25th Percentile	57%						38%	43%	51%
Science Achievement	74%	55%	59%				58%	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	61%	58%	3%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	61%	54%	7%	58%	3%
Cohort Comparison		-61%				
05	2022					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-61%				

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	55%	60%	-5%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	59%	59%	0%	64%	-5%
Cohort Comparison		-55%				
05	2022					
	2019	46%	54%	-8%	60%	-14%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	56%	-1%	53%	2%
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	10	20		21	42	40					
ELL	40			60							
BLK	35	63		39	57						
HSP	22			50							
MUL	54			46							
WHT	69	77	60	61	75		77				
FRL	49	67	57	48	61	55	64				
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	33			20							
ELL											
BLK	41			52							
HSP	38			31							
WHT	69	60		73	71		83				
FRL	54	52		54	58		68				
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	21	29	33	30	42	35	27				
ELL	36	60		45	55						
BLK	37	38		33	46						
HSP	50	62		38	56		30				
MUL	65	47		58	53						
WHT	68	57	52	61	58	45	59				
FRL	56	54	53	47	50	38	51				

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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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	49
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	43
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	50
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	70
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?

Learning Gains and Lower Quartile Domains are consistently improving each school year; however, achievement decreased in 3 subgroups. ESE Achievement decreased from 2021 to 2022 (ELA 35% to 10%) and AA ELA Achievement decreased from 41% to 35% and Math Achievement decreased from 52% to 39%. Our Hispanic population decreased in ELA Achievement from 38% to 22%. However, AA Learning Gains were 63% and Math Learning Gains were 57%. Achievement levels remain difficult due to mobility (2021-2022 mobility rate 33.7%) and attendance (2021-2022 attendance rate 81.8%). Federal Index for these groups are as follows: ESE 27%, Hispanic 43% and AA 49%. This is the 3rd consecutive year for our ESE group to score below 41%. Percent of students meeting proficiency on district level assessments are as follows: ELA 50.9%, Math 72.3% and Science 59.9%. These proficiency levels indicate that students are struggling more in ELA when compared to math or science.

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

ESE (ELA Achievement 10) AA (ELA Achievement 35 and Math Achievement 39) and our Hispanic population in ELA Achievement (22).

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

Mobility and attendance are the largest contributing factors. New actions this year are the implementation of schoolwide PBIS incentive program and school wide MTSS training for early interventions. Attendance meetings will begin at 10 absences accompanied by daily phone calls by our attendance clerk at 5 absences. Parent conferences will also be requested at 5 absences. Additionally, adding instructional discussions to our PLC agenda that will include the next week's lessons as well as instruction being delivered during the I & E Blocks. Instructional discussions will focus on the rigor and

depth of standard and alignment with the delivery of instruction. Additionally, the rigor and depth standard being delivered consistently between grade level teachers will also be discussed. ESE teachers will attend grade level PLCs to participate in data analysis, content and instructional delivery. Additionally, student absences will be added to the weekly PLC agenda.

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

ELA demonstrated the highest increase in Learning Gains (15 points). Math district assessments indicated that 72.3% of students met proficiency on all assessments. Learning Gains were either maintained or demonstrated growth. Lower Quartile demonstrated growth from 2019 (ELA 2019-50% to 2022-57% and Math 2019-38% to 2022-57%). Science has maintained 74% proficiency the past two years.

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

Very strong PLC instructional discussions after tight data analysis. Vertical articulation throughout the school year. Intense and focused small group instruction. More focused walk to intervention with flexibility based on student need and content being taught. Consistent walkthroughs and immediate written feedback provided to teachers.

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

ESE teachers will participate in grade level PLC's. They will also participate in ESE department PLC's. Data analysis and instructional focus on those populations that have been identified as struggling. Grade level discussions regarding the reteach of content during the I & E Blocks as well as reassessment outcomes. Teachers will participate in walkthroughs. PLC's will have weekly discussions regarding the upcoming week's lessons as well as content and instructional delivery in I & E Blocks.

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.

Vertical alignment and discussions between grade levels and discussion among grade level teachers to ensure horizontal alignment. ESE accommodations and modifications training. Coaching and district support for our self-contained ESE teachers.

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

PLC agendas now include discussions on content and instructional delivery in the classrooms and during the I&E blocks. ESE self-contained participation in grade level PLC's and ESE data analysis and instructional supports. Individual teacher data discussions and instructional planning.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Results of our needs assessment and analysis revealed that our SWD proficiency was at a 10% for ELA Achievement (ELA Achievement for all students: 55%), 28% for ELA Learning Gains (ELA Learning Gains for all students: 71%), 14% for ELA LQ (ELA LQ for all students: 57%). ESE Math Achievement 21% (Math Achievement for all students: 54%), 42% for Math Learning Gains (Math Learning Gains for all students: 67%), 40% Math LQ (Math LQ for all students: 57%), and 25% for Science Achievement (Science Achievement for all students: 74%).</p> <p>This area of focus aligns to Strategic Plan Goal 1.</p> <p>Mobility and attendance are the largest contributing factors. New actions this year are the implementation of schoolwide PBIS incentive program and school wide MTSS training for early interventions. Attendance meetings will begin at 10 absences accompanied by daily phone calls by attendance clerk at 5 absences. Parent conferences will also be requested at 5 absences. Additionally, adding instructional discussions to our PLC agenda that will include the next week's lessons as well as instruction delivered during the I & E Blocks. ESE teachers will attend grade level PLCs to participate in data analysis, content and instructional delivery.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase SWD overall proficiency from 25% to 41%.</p> <p>ESE teachers will attend grade level PLC's as well as ESE PLC's to discuss student data, content and the instructional delivery to our students as evidenced by PLC agendas and notes (100%).</p> <p>Walkthroughs will be conducted and immediate feedback provided to teachers (90% alignment).</p> <p>District assessment outcomes (41% proficiency on district assessment by March 2023).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored through frequent classroom observations and feedback using a walkthroughs tool with specific SWD look-fors and data chats 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. Weekly review of student data and instructional delivery in PLC's, data chats, and grade level planning as evidenced by PLC agendas and notes.</p>
Person responsible for monitoring outcome:	<p>Melissa Haubrich (mhaubric@volusia.k12.fl.us)</p>
Evidence-based Strategy: Describe the	<p>Our evidence-based strategy is benchmark based instruction, grade level discussions followed by instructional feedback (PLC's). We will monitor through frequent walkthroughs by school-based administrators, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for</p>

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

input on student learning and determining next steps (walkthroughs and PLC's). Student data will be reviewed weekly for this student group. Instruction being delivered the following week will be discussed at weekly grade level PLC's, as well as the content being delivered during the I&E blocks. Instructional feedback will then be provided. PLC agendas, district assessments, I & E Block reassessment and walkthrough feedback will be utilized to determine success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

1. Maintain high expectations.
2. Instructional feedback to ensure benchmark/learning target is aligned with the curriculum map, instruction being delivered, student task and questions posed to students.
3. Instructional feedback to ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students.

Describe the resources/criteria used for selecting this strategy.

4. Provide instructional feedback in order to maintain instructional alignment in grade levels and next steps in meeting individual student needs.

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 staff the data the SLT examined to determine the need of benchmark-based instruction.

Person

Responsible

Melissa Haubrich (mhaubric@volusia.k12.fl.us)

Provide ongoing professional learning in benchmark-based instruction during ERPLs, PLC's, and teacher duty days. District resource teachers in both math and reading will be scheduled to support teachers in delivering rigorous and aligned benchmarks to this student group.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Conduct collaborative planning that includes planning for alignment between the benchmark, the instruction being delivered, teacher questions, and student work.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Use targeted phonics instruction daily for 45 minutes for students with foundational deficits.

Person

Responsible

Michelle Nelson (mlnelson@volusia.k12.fl.us)

Use targeted intervention in small group by providing instruction on prerequisite concepts and skills.

Person

Responsible

Shana Palmore (slpalmor@volusia.k12.fl.us)

Monitor classroom and ESE support facilitation small group instruction/schedules to ensure daily intervention for Tier 3 SWD.

Person Responsible Michelle Nelson (mInelson@volusia.k12.fl.us)

Monitor student attendance and complete MTSS steps, when needed.

Person Responsible Michelle Nelson (mInelson@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Results of our needs assessment and analysis revealed that our AA proficiency was at 35% for ELA achievement (ELA Achievement for all students: 55%), 63% for ELA Learning Gains (ELA Learning Gain for all students: 71%) and 63% for ELA LQ (ELA LQ for all students: 57%), Math achievement was 39% (Math Achievement for all students: 54%), Math Learning Gains was 57% (Math Learning Gains for all students: 67%) and Math LQ 40% (Math Lower Quartile for all students: 57%). And, our AA student population scored 50% proficiency for Science Achievement (Science Achievement for all students: 74%).</p> <p>This area of focus aligns to Strategic Plan Goal 1.</p> <p>Mobility and attendance are the largest contributing factors. New actions this year are the implementation of schoolwide PBIS incentive program and school wide MTSS training for early interventions. Attendance meetings will begin at 10 absences accompanied by daily phone calls by attendance clerk at 5 absences. Parent conferences will also be requested at 5 absences. Additionally, adding instructional discussions (focused on this student group) to our PLC agenda that will include the next week's lessons as well as instruction delivered during the I & E Blocks. ESE teachers will attend grade level PLCs to participate in data analysis, content and instructional delivery.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase AA overall proficiency from 50% to 54%.</p> <p>Teachers will attend grade level PLC's to discuss content and the instructional delivery (focused on this student group) as evidenced by PLC agendas and notes (100%).</p> <p>Walkthroughs will be conducted and immediate feedback provided to teachers (90% alignment).</p> <p>District assessment outcomes (54% proficiency on district assessment by March 2023).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored through frequent classroom observations using a walkthroughs tool with specific AA look-fors and data chats to determine instructional adjustments needed to impart student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Weekly review of student data and instructional need in PLC's, data chats, and grade level planning. Student absences will be closely monitored by the attendance clerk. Student absences has been added to the weekly PLC agenda.</p>
Person responsible for monitoring outcome:	<p>Melissa Haubrich (mhaubric@volusia.k12.fl.us)</p>
Evidence-based Strategy: Describe the	<p>Our evidence-based strategy is benchmark based instruction, grade level discussions followed by instructional feedback (PLC's). We will monitor through frequent walkthroughs by school-based administrators, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for</p>

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

input on student learning and determining next steps (walkthroughs and PLC's). Student data will be reviewed weekly for this student group. Instruction being delivered the following week will be discussed at weekly grade level PLC's, as well as the content being delivered during the I&E blocks (for this group of students). Instructional feedback will then be provided. PLC agendas, district assessments, I & E Block reassessment, walkthrough feedback, and attendance review will be utilized to determine success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

1. Maintain high expectations.
2. Instructional feedback to ensure benchmark/learning target is aligned with the curriculum map, instruction being delivered, student task and questions posed to students.
3. Instructional feedback to ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students.
4. Provide instructional feedback in order to maintain instructional alignment in grade levels and next steps in meeting individual student needs.

Describe the resources/ criteria used for selecting this strategy.

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 of benchmark-based instruction, weekly review of student data, and grade level planning for the upcoming week's lessons. New attendance procedures will be discussed with staff during preplanning.

Person

Responsible

Melissa Haubrich (mhaubric@volusia.k12.fl.us)

Provide ongoing professional learning in benchmark-based instruction during ERPLs, PLC's, and teacher duty days. District resource teachers in both math and reading will be scheduled to support teachers in delivering rigorous and aligned benchmarks to this student group. Coaching cycles based on teacher need and student performance data will be provided.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Conduct collaborative planning that includes planning for alignment between the benchmark, the instruction being delivered, teacher questions, and student work.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Use targeted phonics instruction daily for 30 minutes for students with foundational deficits.

Person

Responsible

Shana Palmore (slpalmor@volusia.k12.fl.us)

Use targeted intervention in small group by providing instruction on prerequisite concepts and skills.

Person

Responsible

Shana Palmore (slpalmor@volusia.k12.fl.us)

Monitor classroom small group instruction/schedules to ensure daily intervention for Tier 3 AA students.

Person Responsible Marge Henderson (mehender@volusia.k12.fl.us)

Monitor student absences.

Person Responsible Sarah Marcus (stgummey@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Results of our needs assessment and analysis revealed that our Hispanic proficiency for ELA achievement was 22% (ELA Achievement for all students: 55%) ELA Learning gains was 38% (ELA Learning Gains for all students: 71%) and ELA LQ was 33% (ELA LQ for all students: 57%). When comparing our Hispanic population to all student data, FSA scores indicate our Hispanic population is not performing as well as "all" students. Math achievement was 50%, Math Learning Gains was 56% and Math LQ was 60%.

This area of focus aligns to Strategic Plan Goal 1.

Mobility and attendance are the largest contributing factors. New actions this year are the implementation of schoolwide PBIS incentive program and school wide MTSS training for early interventions. Attendance meetings will begin at 10 absences accompanied by daily phone calls by attendance clerk at 5 absences. Parent conferences will also be requested at 5 absences. Additionally, adding instructional discussions (focused on this particular student group) to our PLC agenda that will include the next week's lessons as well as instruction delivered during the I & E Blocks. ESE teachers will attend grade level PLCs to participate in data analysis, content and instructional delivery.

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

Increase Hispanic overall proficiency from 54% to 59%.

Teachers will attend grade level PLC's to discuss content and the instructional delivery to our students being delivered to our students the following week and during the I & E Blocks as evidenced by PLC agendas and notes (100%).

Walkthroughs will be conducted and immediate feedback provided to teachers (90% alignment).

District assessment outcomes (50% proficiency on district assessment by March 2023) will be discussed during PLC's and data planning days.

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

This area of focus will be monitored through frequent classroom observations using a walkthroughs tool with specific look-fors and data chats to determine instructional adjustments needed to impart student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Weekly review of student data and instructional need in PLC's, data chats, and grade level planning (focusing on this student group). Student attendance will be monitored during weekly PLC's.

Person responsible for monitoring outcome:

Melissa Haubrich (mhaubric@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-

Our evidence-based strategy is benchmark based instruction, grade level discussions followed by instructional feedback (PLC's). We will monitor through frequent walkthroughs by school-based administrators, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on student learning and determining next steps (walkthroughs and PLC's). Student

based strategy being implemented for this Area of Focus.

data will be reviewed weekly for this student group. Instruction being delivered the following week will be discussed at weekly grade level PLC's, as well as the content being delivered during the I&E blocks (for this group of students). Instructional feedback will then be provided. PLC agendas, district assessments, I & E Block reassessment, walkthrough feedback, and attendance review will be utilized to determine success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

1. Maintain high expectations.
2. Instructional feedback to ensure benchmark/learning target is aligned with the curriculum map, instruction being delivered, student task and questions posed to students.
3. Instructional feedback to ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students.

Describe the resources/ criteria used for selecting this strategy.

4. Provide instructional feedback in order to maintain instructional alignment in grade levels and next steps in meeting individual student needs.

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 of benchmark-based instruction, weekly review of student data, and grade level planning for the upcoming week's lessons and daily I & E Blocks.

Person

Responsible

Melissa Haubrich (mhaubric@volusia.k12.fl.us)

Provide ongoing professional learning in benchmark-based instruction during ERPLs, PLC's, and teacher duty days. District resource teachers in both math and reading will be scheduled to support teachers in delivering rigorous and aligned benchmarks to this student group. Coaching cycles based on teacher need and student performance data will be provided.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Conduct collaborative planning that includes planning for alignment between the benchmark, the instruction being delivered, teacher questions, and student work.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Use targeted phonics instruction daily for 30 minutes for students with foundational deficits.

Person

Responsible

Shana Palmore (slpalmor@volusia.k12.fl.us)

Use targeted intervention in small group by providing instruction on prerequisite concepts and skills.

Person

Responsible

Shana Palmore (slpalmor@volusia.k12.fl.us)

Monitor classroom small group instruction/schedules to ensure daily intervention for Tier 3 ELL students.

Person

Responsible

Marge Henderson (mehender@volusia.k12.fl.us)

Student absences will be monitored during weekly PLC's.

Person Responsible Sarah Marcus (stgummey@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

Phonics, phonological awareness, and comprehension is the instructional practice targeted for reading/ELA

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

Third grade FSA ELA: 48% of students met proficiency.

Phonics, fluency, and comprehension is the instructional practice targeted for reading/ELA.

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)

50% of the students in K-2 will be at second grade level mid year on STAR Literacy.

Grades 3-5: Measureable Outcome(s)

50% of third grade students will meet proficiency levels on the Cambium mid year assessment.

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.

Grades K-3 will review student outcomes on district assessment and plan reteach and create reassessments for the I & E Blocks. Goal 50% of students meeting proficiency on district assessment by March 2023.

Grades K-2 will complete 4 to 6 weeks progress monitoring (reading fluency and comprehension). Goal: 50% of student will be reading on grade level by March 2023.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Haubrich, Melissa, mhaubric@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?

Benchmark, iReady, Ready Reading, SIPPS, Road to the Code, Wilson

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?

Benchmark and Ready Reading: Small group instruction: Benchmark based and rigorous.

SIPPS, Road to the Code, Wilson: Small group instruction. Instructional programs utilized to fill in phonics and phonemic awareness gaps.

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>Benchmark-aligned small group instruction.</p> <p>Leadership and Academic Coach: Complete Walkthroughs and provide immediate feedback to teachers. Facilitate instructional discussions during PLC's to ensure benchmark is aligned to the curriculum map, instruction being delivered, student work and teacher questions.</p> <p>Assessment: 4 to 6 weeks checks (fluency, comprehension and phonics) Goal: 50% of students reading on grade level by March 2023.</p> <p>Professional Learning: If needed.</p>	<p>Haubrich, Melissa, mhaubric@volusia.k12.fl.us</p>
<p>Walk to Intervention with standards-aligned small group instruction.</p> <p>Leadership and Academic Coach: Walkthroughs and instructional feedback. Facilitate instructional discussions during PLC's to ensure standard is aligned to the curriculum map, instruction being delivered, student work and teacher questions.</p> <p>Assessment: After content is retaught during PLC's, students will be assessed. Goal: 70% of students retested will demonstrate proficiency.</p> <p>Professional Learning: If needed.</p>	<p>Haubrich, Melissa, mhaubric@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.

The school offers the following list to ensure the needs of all students are met:

- * Student Mentoring Program
- * THRIVE Skills Instruction
- * Cardinal Dads
- * Cardinal Tweets
- * School Resource Officer Mentor
- * Community partnerships with Ponce Inlet Lions Club, Drive-In Church, and Food Brings Hope respond to the nutritional needs of our students.
- * Community partnerships with Ponce Inlet Lions Club and Cherise's Salon respond to the clothing needs of our students.
- * PBIS School Wide Initiative and Incentives

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

Melissa Haubrich- Principal- positive behavior referrals
Marge Henderson- Assistant Principal- positive behavior referrals
Shana Palmore- Academic Intervention- cardinal cash incentive program
Dianna Hogan- First Grade Teacher- cardinal cash incentive program
Jennifer Legath- Fourth Grade Teacher- cardinal cash incentive program
Cassandra Stewart- Media Specialist- school wide ceremonies and awards (Point of contact for PBIS)
Tracey Kelly- ESE Support Facilitation- cardinal cash incentive program
Sarah Marcus- School Counselor- attendance bracelets
Jennifer Johnston- MTSS Chair/Academic Intervention- cardinal cash incentive program and attendance bracelets

The PBIS Team will train all staff members on the new positive behavior plan. The team will also continuously support staff members and provide check ins during PLC's. The PBIS team will meet monthly to review needed individual and student support.

The Assistant Principal, School Counselor, teacher, and Social Worker will meet weekly to review support for attendance. Additionally, administrators and the school counselor will meet weekly to review referrals and threat assessments.