

Volusia County Schools

Pride Elementary School



2022-23 Schoolwide Improvement Plan

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Pride Elementary School

1100 LEARNING LN, Deltona, FL 32738

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

Demographics

Principal: Eilene Ahr C

Start Date for this Principal: 7/1/2018

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: D (37%) 2018-19: C (46%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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/pride/pages/default.aspx>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">64%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Pride we will strive to build meaningful relationships with our students, parents, community, faculty, and staff in order for them to grow academically, socially, and emotionally.

Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

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
Johnson, Elizabeth	Principal	The principal's role and responsibility are to lead teachers and staff, set goals and ensure students meet their learning objectives as well as overseeing the school's day-to-day operations means handling disciplinary matters for both staff and students, managing a budget, and hiring teachers and other personnel with teachers and other staff. The principal also is responsible for the safety and security of the school and meet all district, state and federal rules and regulations.
Sylvester, Lisa	Assistant Principal	The assistant principal role and responsibility are to lead teachers and staff, set goals and ensure students meet their learning objectives as well as assisting in overseeing the school's day-to-day operations, handling disciplinary matters for both staff and students, serving as ESE administrator, textbook administrator, and assisting with hiring teachers and other personnel. The administration also is responsible for the safety and security of the school and meet all district, state and federal rules and regulations.
Ebert, Emma	Teacher, K-12	Mrs. Ebert is a MA intervention teacher. She provides personalized and small group lessons and activities outside of the whole group MA setting. She also assists the academic coach with teacher supports through modeling and lesson plan development.
Harvey, Timberlay	Teacher, K-12	Mrs. Harvey is an ELA intervention teacher. She provides personalized and small group lessons and activities outside of the whole group ELA setting. She also assists the academic coach with teacher supports through modeling and lesson plan development.
Freed, Dora	Instructional Coach	As an academic coach, Mrs. Freed, Establishes Relationships with staff through building trust and rapport and builds trust through a confidential and non-evaluative supportive environment. She also facilitates professional learning, supports individual teacher professional growth and provides professional development follow up. She also facilitates and/or participate in grade-level PLCs and collaborative planning sessions in all content areas.
Morales, Carolina	Teacher, K-12	Mrs. Morales is a ESE support facilitation teacher and the ESE grade lead. She is responsible for implementing student IEPs, supporting students when appropriate in specialized curriculum programs and meeting all district, state and federal regulations.
Caldwell, Jessica	Teacher, K-12	Mrs. Caldwell is a 4th grade classroom teacher who teaches all core subjects. She is the team grade lead. She helps with lesson planning, collaborative planning and implementation of the SIP.

Demographic Information

Principal start date

Sunday 7/1/2018, Eilene Ahr 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.*

8

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

644

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.

11

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	86	90	99	98	94	116	0	0	0	0	0	0	0	583
Attendance below 90 percent	17	15	17	17	16	11	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	9	2	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	23	28	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	25	41	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	13	6	0	0	0	0	0	0	0	20

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

Date this data was collected or last updated

Tuesday 8/2/2022

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	83	87	75	86	106	108	0	0	0	0	0	0	0	545
Attendance below 90 percent	11	14	9	12	19	23	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	6	7	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	2	2	1	4	1	0	0	0	0	0	0	0	12

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	10	16	0	0	0	0	0	0	0	27

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	2	0	0	0	0	0	0	0	0	0	3
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	83	87	75	86	106	108	0	0	0	0	0	0	0	545
Attendance below 90 percent	11	14	9	12	19	23	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	6	7	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	2	2	1	4	1	0	0	0	0	0	0	0	12

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	10	16	0	0	0	0	0	0	0	27

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	2	0	0	0	0	0	0	0	0	0	3
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	45%	53%	56%				49%	56%	57%
ELA Learning Gains	48%						53%	56%	58%
ELA Lowest 25th Percentile	28%						45%	46%	53%
Math Achievement	39%	42%	50%				55%	59%	63%
Math Learning Gains	34%						48%	56%	62%
Math Lowest 25th Percentile	16%						29%	43%	51%
Science Achievement	51%	55%	59%				44%	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	51%	58%	-7%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	47%	54%	-7%	58%	-11%
Cohort Comparison		-51%				
05	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-47%				

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	65%	60%	5%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	44%	59%	-15%	64%	-20%
Cohort Comparison		-65%				
05	2022					
	2019	52%	54%	-2%	60%	-8%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	56%	-12%	53%	-9%
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	13	23	19	11	24	19	13				
ELL	46	47		34	26		23				
BLK	39	48		33	40		50				
HSP	50	52	28	43	38	19	59				
MUL	36	40		21	40						
WHT	41	41	28	38	21	12	40				
FRL	42	44	24	36	33	14	49				
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	25	41	36	28	40		31				
ELL	32	58		32	45		33				
BLK	52	50		48			40				
HSP	53	54		49	58		38				
WHT	53	70		53	50		70				
FRL	50	59	58	48	57	50	46				
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	20	41	40	15	22	8	20				
ELL	27	33	31	41	42	17	25				
BLK	42	60		42	50		27				
HSP	43	45	37	53	47	25	37				
MUL	46			36							
WHT	58	61	54	63	49	20	61				
FRL	46	52	47	52	46	25	43				

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)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
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	45
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	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	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?

The trends that emerged across all grade levels (3-5) is the need to improve student performance in all core subjects (ELA and Math). All grade levels and subgroups, except Black (42%) and Hispanic (45%), performed below 42% on the 2022 FSA. Science increased in proficiency by 3% from 48% to 51%.

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

The 2022 state assessment showed that the greatest need is student proficiency in ELA and Math. After reviewing the latest data from the 2022 FSA, it shows that Pride Elementary students performed lower on the 2022 FSA in ELA (45%) and Math (39%) than it has in last three years. Overall lowest quartile in math decreased to 16%

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

The contributing factors are a lack of knowledge of standards by teachers, lack of benchmark-aligned instruction and student tasks during planning for lessons, lack of differentiation based on student needs, and lack of teacher commitment to student learning.

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

The most improvement shown was in 5th grade science proficiency which increased by 3%, and 3rd grade math proficiency.

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

Contributing factors include district support with planning and standards-aligned instruction for the only 5th science teacher and for 3rd grade math. Third grade teachers also collaboratively planned together after school.

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

Pride Elementary will implement collaborative planning for all grades, to include a structured protocol and lesson plan tool. Additionally lessons will focus on benchmark-aligned instruction and student tasks to ensure teachers are providing a strong core. Coaching cycles and PLCs will focus on building understanding of the BEST standards and appropriate use of the new resources in both ELA and math. Data-based PLCs will be implemented in order to track student proficiency, as well as growth from our ESSA subgroups.

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.

Strategies that Pride will implement to improve student performance will be standards aligned resources for all classrooms, guided support for teacher collaborative planning, creation of a leadership team to support all grade levels in curriculum and PBIS, a STEM teacher that will work with all students in the special area rotation in Math, Science and technology, data analysis session with support to identify student needs, PBIS resources and additional supports for differentiation through student small group intervention.

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

Teacher lead individual student data chats, weekly PLC data discussions, STEM lab, professional learning by district and school staff.

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 Standards-aligned Instruction

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

Based on the 2022 state assessment data, Pride Elementary school math and ELA data shows a drop from the 2021 school year. Pride's focus area to meet this need will be through on-going professional learning and support for implementation of the B.E.S.T standards in order to provide standards-aligned instruction and tasks to students.

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

Student outcomes: By February, Pride Elementary will increase overall math proficiency on benchmark-aligned common assessments to 60 percent which is an increase of 21 points, and ELA student proficiency will increase to 60 percent, an increase of 15 points.
 Teacher practices: By May of 2023, 90% of classroom teachers will provide benchmark aligned instruction and tasks, utilizing knowledge of the BEST standards, as evidenced by walkthroughs.
 Coaching practice: By April of 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 75%.

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

Monitoring will be done through frequent administration and district classroom walk-throughs using curriculum look-for indicators, coaching cycles, leadership team member data review sessions and intervention teachers progress monitoring, and administration and teacher data review sessions to determine instructional adjustments needed to impact student proficiency.

Person responsible for monitoring outcome: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

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

Our evidence based strategy is standards aligned instruction in ELA, Math and science. This will be implemented through guided support for teacher collaborative planning, professional development in the areas of ELA and Math, and creation of a leadership team to support all grade levels in curriculum planning and implementation which will lead to improved teacher practice and student learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based instruction is a process for planning, delivering, monitoring and improving academic content. John Hattie states that the effect size when teachers use teacher clarity is .75.

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.

Pride Elementary school teachers will participate in supported, collaborative planning during and after school, for ELA, Science and Math. This will be facilitated by the content coach and/or district Transformation resource teacher.

Person Responsible Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

Teachers will be provided with professional development on the B.E.S.T standards to align instruction to the benchmarks, as well as new resources for ELA and Math.

Person Responsible Lisa Sylvester (lmsylves@volusia.k12.fl.us)

Pride Elementary will create a school leadership team that will assist each grade level with collaborative planning, benchmark aligned tasks and guidance on look fors that will be indicators of implementation during walkthroughs.

Person Responsible Dora Freed (dgfreed@volusia.k12.fl.us)

Provide coaching support based on walkthrough data. Tiered coaching support plan. Coaching schedule will indicate focus, frequency and method of support. Coaching logs will document support and next steps.

Person Responsible Dora Freed (dgfreed@volusia.k12.fl.us)

Frequent monitoring of common assessment data will ensure progress is being made towards proficiency in ELA and math. Data from the FAST and i-Ready will also be analyzed and used in the decision making process for instructional shifts.

Person Responsible Dora Freed (dgfreed@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. As a result of our Needs Assessment and Analysis, it revealed that our lowest quartile in ELA only reached 28% proficiency and 16% in Math, well below the district and state average. Further analysis showed that most of the students in our lowest quartile are also in one or more of our targeted ESSA subgroups, SWD, ELL, Economically Disadvantaged, White, and Multi-Racial, which were all below the 41% Federal Index.

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

Student outcome:By February 2023, 75% of students within targeted subgroups, will show proficiency on benchmark-aligned common assessments.
 Teacher Practice:By December, 90% of our teachers will provide intervention to our lowest quartile students/ESSA subgroup population with fidelity.
 Coaching Practice:By May 2023, the number of teachers receiving coaching in intervention programs and procedures will decrease by 85%.

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

This area of focus will frequently monitor the interventions that were selected to ensure the fidelity and integrity of implementation. Additionally, frequent administration and district classroom walk-throughs using curriculum look-fors and program expectations will be completed by the leadership team and district support. MTSS data review sessions of LQ and ESSA subgroup student data, with teachers and administration/leadership teams, will be done 2 times per month during PLCs to determine the effectiveness of the intervention. Instruction, curriculum and environment will all be assessed (ICEL) during each PLC. The instrument for data collection will be related to area of need being addressed in each intervention session.
 Coaching cycles for teachers receiving tier 2 and tier 3 support, will also be utilized to determine instructional adjustments needed to impact student proficiency, in the intervention block.

Person responsible for monitoring outcome:

Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based

Our evidence based strategy is student differentiation in ELA and Math through small group and intervention sessions. This will be implemented through the MTSS process that identifies student needs and student groups for intervention and differentiation.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

If teachers at Pride Elementary school use the MTSS process to identify student needs and develop student interventions student proficiency in ELA and math will increase. Student response to intervention has an effect size of 1.29 according to John Hattie.

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.

Teacher data review sessions with teachers, leadership team members and administration to identify student needs through the MTSS process.

Person Responsible Dora Freed (dgreed@volusia.k12.fl.us)

Pride Elementary school teachers will participate in guided collaborative planning with the academic coach, intervention teachers, administration and district curriculum supports to building lesson plans that address the needs of our students in Tier 2 and Tier 3 intervention.

Person Responsible Lisa Sylvester (lmsylves@volusia.k12.fl.us)

Teachers at Pride Elementary will receive training on the MTSS process through the schools ERPLs, PLCs and after school data analysis sessions.

Person Responsible Lisa Sylvester (lmsylves@volusia.k12.fl.us)

Coaching cycles focused on intervention. Coach will provide schedule of frequency and level of support. Coaching logs will provide area of focus and next steps. Monitoring of impacted will be done through walk throughs, data analysis focusing on identified subgroups, and lesson plan deliverables.

Person Responsible Dora Freed (dgreed@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Supports

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

Pride Elementary teachers wrote a total of 252 referrals during the 2021 2022 school year. This does not include the time that students were removed for time out or spent time with administration or the guidance counselor for social emotional support. Another issue that affects Pride Elementary was poor student attendance which affected student academic achievement and lead to high discipline issues. Starting a school wide positive behavior interventions and supports will improve student behaviors and also encourage students to attend school on a daily basis.

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

Student outcome: By Dec. of 2023, students will utilize strategies provided through PBIS in order to self-regulate, decreasing the amount of time spent outside of the classroom by 25%.
 Teacher practice: By March of 2023, Pride Elementary will decrease the number of teacher written referrals by 25% reducing the time students spend out of the classroom utilizing the PBIS structures and strategies.
 Coaching practice: By January of 2023, Coaching cycles for teachers struggling with classroom management will be implemented and monitored for effectiveness in the area of student on task data and reduction in the number of referrals. Coaching cycles will be adjusted based teacher classroom behavior data collected by the coach.

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

Monitoring will be done through quarterly discipline review with the behavior leadership team members and administration. Coaching cycles will be monitored and adjusted based on behavior data observed by the coach.

Person responsible for monitoring outcome:

Lisa Sylvester (lmsylves@volusia.k12.fl.us)

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

Our evidence based strategy is a school wide positive behavior system. To help reduce behavior issues, Pride Elementary school will implement a Positive Behavioral Interventions and Support (PBIS) school wide program. PBIS is an evidence based three-tiered framework to promote school safety and good behavior. PBIS provides school-wide expectations for all students and staff throughout the school. Staff teach positive behavior expectations to students weekly which allows students to know exactly what is expected of them. Students who follow expectations will be recognized and rewarded.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific

Pride Elementary school will implement a Positive Behavioral Interventions and Support (PBIS) school wide program. John Hattie states that behavior intervention programs has an effective size of .62.

strategy.
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.

Pride will implement PBIS school wide through staff professional development, student assemblies and positive student reward systems.

Person Responsible Emma Ebert (elebert@volusia.k12.fl.us)

The behavior leadership team will meet no less than quarterly to review school behavior data.

Person Responsible Lisa Sylvester (lmsylves@volusia.k12.fl.us)

The behavioral leadership team will meet monthly to review implementation progress and to direct specific staff members to support any teachers in need or support.

Person Responsible Elizabeth Johnson (ejohns1@volusia.k12.fl.us)

Coaching cycles will be completed on targeted teachers based on behavior support needs.

Person Responsible Dora Freed (dgfreed@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

Based on the 2021 school city and classroom diagnostic data, Pride Elementary school's K-2 ELA data shows student proficiency rate has dropped from previous years. Pride's focus area to meet this need will be through on-going professional learning and support for implementation of the standards-aligned instruction, guided collaborative planning and specific interventions for students based on the MTSS process. Student outcomes.

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

Based on the 2022 state assessment data, Pride Elementary school's ELA data shows a drop from the 2021 school year. Pride's focus area to meet this need will be through on-going professional learning and support for implementation of the standards-aligned instruction, guided collaborative planning and specific interventions for students based on the MTSS process. Student outcomes.

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)

Student outcomes: Measurable outcomes for Kindergarten and first grade will be through the Star Early Literacy ongoing assessments. Second grade measurable outcomes will be through the Star Reading ongoing assessments. By February, Pride Elementary will increase overall ELA student proficiency will increase to 60 percent, an increase of 15 points.

Teacher practices: By May of 2023, 90% of classroom teachers will provide benchmark aligned instruction and tasks, utilizing knowledge of the BEST standards, as evidenced by walkthroughs.

Coaching practice: By April of 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 75%.

Grades 3-5: Measureable Outcome(s)

Measurable outcomes for grades 3-5 will be done through iReady ELA diagnostics and specifically, student achievement will be monitored through data points on the CSPM assessments. Students will show growth from the first PM data points taken in September to the PM 3 data points students will take in May.

By February, Pride Elementary will increase overall ELA student proficiency will increase to 60 percent, an increase of 15 points.

Teacher practices: By May of 2023, 90% of classroom teachers will provide benchmark aligned instruction and tasks, utilizing knowledge of the BEST standards, as evidenced by walkthroughs.

Coaching practice: By April of 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 75%.

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.

Monitoring will be done through on-going administration and district classroom walk-throughs using curriculum look-for indicators, detailed coaching cycles based on 9 weeks reviews, leadership team member data review sessions and intervention teachers progress monitoring meetings, administration and leadership review bi-weekly data points, and administration and teacher data review sessions to determine instructional adjustments needed to impact student proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Johnson, Elizabeth, eajohns1@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?

Professional development on the ELA B.E.S.T standards with district and school staff, collaborative planning for the ELA small and whole group block, and completing the MTS process for targeted student support in differentiation and interventions.

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?

Pride Elementary has selected the programs based on the research from John Hattie and what will have a great effect size to move our students to proficiency. Professional development on the B.E.S.T standards, and collaborative planning all fall with the area of standards based instruction and teacher clarity. This is a process for planning, delivering, monitoring and improving academic content. John Hattie states that the effect size when teachers use teacher clarity is .75. If teachers at Pride Elementary school also use the MTSS process to identify student needs and develop student interventions student proficiency in ELA will increase. Student response to intervention has an effect size of 1.29 according to John Hattie.

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
Professional development on the ELA B.E.S.T standards for teachers in all grade levels.	Freed, Dora, dgfreed@volusia.k12.fl.us
Guided collaborative planning with school and district support.	Johnson, Elizabeth, eajohns1@volusia.k12.fl.us
Data review sessions for MTSS and interventions for targeted students.	Sylvester, Lisa , lmsylves@volusia.k12.fl.us

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.

Pride Elementary School will continue to involve parents in the decision-making processes and planning through School Advisory Council meetings, feedback received from parents on an on-going basis during conferences and other collaborative parent school opportunities. The process will begin with Meet the teacher prior to the opening of school by making parents feel welcome and inviting them to become partners in their child's education. The process of making parents and families feel welcome and motivating them to become involved will be ongoing.

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

Pride Elementary school will provide information regarding parent meetings using: Monthly Parent Newsletters, the school website, VCS Parent Portal, School Messenger, and teacher to parent on-going communication through Dojo, emails, conferences, and folders (when applicable). Information concerning assessments, curriculum information and the way in which it is assessed and data will be discussed throughout the year. These times may include Open house, student led conferences, School Advisory Council meetings, Parent Conferences, IEP meetings, LEP meetings, and MTSS meetings. Progress

monitoring, data, including, but not limited to state assessments, and district assessments will be shared with parents during SAC meetings and parent conferences. Parents will be notified of SAC and PTO meetings in the parent newsletters, marquee, and School Messenger phone calls. The parent newsletter is sent home with students the first part of each month. Activities for that month will be on a calendar within the newsletter. Follow-up School Messenger messages will be made prior to the event. Parental feedback and sign-in sheets will be used to monitor attendance.