

Volusia County Schools

Pride Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pride Elementary School

1100 LEARNING LN, Deltona, FL 32738

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ahr, Eileen	Principal	
Sylvester, Lisa	Assistant Principal	
Cahill, Heather	Teacher, Adult	
Ebert, Emma	Math Coach	
Cervantes, Amy	Reading Coach	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Pride's SLT meet in June to look at data and school needs. In July, SLT attended the district training. Administration completed the gap analysis and as a team created the SIP focus areas. In August during pre-planning administration and SLT team members reviewed the focus areas, analysis, and gather input from entire faculty.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will monitored through classroom walk-throughs, monthly faculty meetings, leadership team meetings and monthly MTSS meeting. Monitoring of trends will be done through walk through data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	14	24	29	30	25	22	0	0	0	144
One or more suspensions	0	1	3	3	2	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	1	12	4	0	0	0	17
Course failure in Math	0	0	0	1	5	4	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	0	3	22	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	3	25	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	4	19	21	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	2	6	15	0	0	0	24

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	15	17	17	16	11	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	9	2	0	0	0	12
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	2	23	28	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	2	25	41	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	13	6	0	0	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	15	17	17	16	11	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	1	9	2	0	0	0	12
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	2	23	28	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	2	25	41	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	13	6	0	0	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	52	53	45	53	56	53		
ELA Learning Gains				48			59		
ELA Lowest 25th Percentile				28			50		
Math Achievement*	51	55	59	39	42	50	50		
Math Learning Gains				34			55		
Math Lowest 25th Percentile				16			57		
Science Achievement*	59	62	54	51	55	59	48		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	66	60	59	67			64		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	4
ELL	46			
AMI				
ASN				
BLK	51			
HSP	51			
MUL	47			
PAC				
WHT	58			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	3
ELL	35	Yes	2	
AMI				
ASN				
BLK	42			
HSP	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	34	Yes	1	
PAC				
WHT	32	Yes	1	
FRL	38	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			51			59					66
SWD	21			25			32				5	50
ELL	38			44			55				5	66
AMI												
ASN												
BLK	39			53			64				4	
HSP	43			50			56				5	64
MUL	50			43							2	
PAC												
WHT	50			53			63				4	
FRL	42			47			56				5	68

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	48	28	39	34	16	51					67
SWD	13	23	19	11	24	19	13					55
ELL	46	47		34	26	0	23					67
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	39	48		33	40		50					
HSP	50	52	28	43	38	19	59					67
MUL	36	40		21	40							
PAC												
WHT	41	41	28	38	21	12	40					
FRL	42	44	24	36	33	14	49					65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	59	50	50	55	57	48					64
SWD	25	41	36	28	40		31					58
ELL	32	58		32	45		33					64
AMI												
ASN												
BLK	52	50		48			40					
HSP	53	54		49	58		38					64
MUL												
PAC												
WHT	53	70		53	50		70					
FRL	50	59	58	48	57	50	46					64

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	53%	0%	54%	-1%
04	2023 - Spring	49%	57%	-8%	58%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	53%	0%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	57%	-1%	59%	-3%
04	2023 - Spring	57%	59%	-2%	61%	-4%
05	2023 - Spring	50%	55%	-5%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	61%	-3%	51%	7%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to FAST PM3 data, our 4th grade ELA data showed the lowest performance.

Contributing Factors: Our classroom walkthrough data showed a trend of misalignment between instruction and task, as well as, teacher knowledge of benchmarks.

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

There is no decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to FAST PM3 data, our 4th grade ELA data had the greatest gap compared to the state average.

Contributing Factors: Teacher knowledge of benchmarks, gaps in practice for teachers, task alignment, and lack of coach availability.

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

According to FAST PM3 data, our 4th and 5th grade math data showed the most improvement.

Contributing Factors: Strong coaching, targeted intervention groups, data analysis, task alignment and teacher knowledge of benchmarks through collaborative planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to EWS data, discipline and attendance are two areas of concern. Our referrals increased from 193 to 282 when comparing 21-22 to 22-23 school year discipline data. 22% of our students are missing 10% or more of the school year.

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

The systems identified as needing the most attention on our campus for the upcoming school year are:
-Collaborative Planning
-MTSS/Problem-Solving

A trend that has been identified is the need to provide ongoing monitoring of these systems to ensure there is evidence of implementation and impact.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Pride Elementary, our teacher attendance data revealed that we had significant need to improve teacher attendance. It is believed that a direct correlation of student achievement is affected by teacher absenteeism.

Measurable Outcome:

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

Student Learning:

-By February 2024, teacher attendance will increase 10%.

Monitoring:

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

Teacher attendance will be monitored monthly and those teachers who maintain high attendance rate will be recognized monthly.

Person responsible for monitoring outcome:

Eileen Ahr (ecahr@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Share the research on Effects of Teacher Attendance and how it correlates to student learning. Create a culture where teachers feel valued and heard. STEDI.ORG

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is high correlation between teacher attendance and student attendance.

When teachers feel valued and heard they will buy in to the work we are doing.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be recognized by administration on monthly bases with a tangible treat and public recognition.

Recognize teachers for their work- STEDI.ORG

Focus on work that is meaningful-STEDI.ORG

Teachers attending Solution Tree Workshop- You Can Learn: Building Student Motivation, Ownership and

Efficacy Through the PLC Process will bring their learning back and present to the faculty. Providing support to struggling students understanding the differences between self-esteem and self-efficacy.

Person Responsible: Eileen Ahr (ecahr@volusia.k12.fl.us)

By When: Monthly recognitions and weekly tangible for teachers.

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Pride Elementary, we have had inconsistencies with the structure, facilitation, and implementation of collaborative planning. There is work we need to do on defining and strengthening this system as well as how collaborative planning supports our Multi Tiered Systems of Support and ESSA subgroups in order to positively impact student outcomes and teacher practice.

ESSA Subgroups:

- Students with Disabilities 22%
- White 32%
- ELL 35%
- Economically Disadvantaged 38%

Measurable Outcome:

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

Student Learning:

- After administration of PM1 and PM2 all students will show growth consistent with state growth trends.

Teacher Practice:

- By May of 2024, 90% of classroom teachers will provide students with benchmark-aligned tasks as evidenced in walkthroughs.

Coaching Practice:

- By April 2024, the number of teachers receiving tier 2-3 support will decrease by 80%.

Monitoring:

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

Student Learning:

- Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends.
- 75% proficiency will be the common goal across all content areas for the 23-24 school year. After each benchmark-aligned common assessment is administered, teachers, with the support of coaches will track and chart this data to measure progress over time.

Teacher Practice:

- Classroom walkthrough trend data will be collected and analyzed bi-weekly.
- Administration and coaches will attend collaborative planning to support teams with benchmark-aligned planning of tasks.
- Walkthrough data using the Look For document will identify trends in Explicit instruction and Task alignment to benchmark or intended learning that is aligned with the collaborative planning.

Coaching Practice:

- Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments as need.
- Administration will collect coaching plans/notes and provide feedback to instructional coaches

Person responsible for monitoring outcome:

Eileen Ahr (ecahr@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing Professional Development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by district and school based experts (coaches) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC as evidence by Impact Results of the eMINTS Professional Development Validation Study.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a master schedule that allows grade level or course, content specific collaborative planning to occur weekly with support by administrators and instructional coaches. Leadership team will create a common planning protocol that defines expectations for before, during, and after planning.

Intervention teachers will pull bubble students with instruction on bubble benchmarks for the first semester.

Classroom teachers will pull Tier 3 students every day with instruction on bubble benchmarks.

Literacy Coach will monitor data and work side by side with intervention teacher and classroom teachers to support instruction.

Person Responsible: Eileen Ahr (ecahr@volusia.k12.fl.us)

By When: August 2023

Coaches will provide content support based on walkthrough data.

Leadership team will review the district planning protocols and take to teams for implementation.

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

By When: Ongoing throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Monthly SAC meetings; monthly administration review of the UNISIG report; and monthly administrator meeting with bookkeeper

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2022-2023 state, district and classroom assessments, Pride Elementary school's K-2 ELA data shows student proficiency rate is below the district and state average. Pride's focus area to meet this need will be through on-going professional learning to build teacher knowledge and performance, district and state support for implementation of the standards-aligned instruction in classrooms, guided collaborative planning, and specific interventions for students based on the MTSS process.

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

Based on the 2022-2023 state, district and classroom assessments, Pride Elementary school's 3-5 ELA data shows student proficiency rate is below the state average. Pride's focus area to meet this need will be through on-going professional learning to build teacher knowledge and performance, district and state support for implementation of the standards-aligned instruction in classrooms, guided collaborative planning, and specific interventions for students based on the MTSS process.

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 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 Measurable Outcomes

Student outcomes: Measurable outcomes for kindergarten will be through the STAR Early Literacy on-going assessments. First and Second grade measurable outcomes will be through STAR reading on-going assessments. By February, Pride Elementary will increase overall ELA student proficiency to 63 percent.

Teacher Practices: By May of 2024, the number of teachers receiving Tier 2 and Tier 3 support will decrease by 75 percent.

Grades 3-5 Measurable Outcomes

Student outcomes: Measurable outcomes for third through fifth grade will be done through school and district assessments and data points on the CSPM assessments. Students will show growth from the first PM data points taken in September to the last PM taken in May.

By February, Pride Elementary will increase overall ELA proficiency to 63 percent.

Teacher Practices: By May of 2024, the number of teachers receiving Tier 2 and Tier 3 support will decrease by 75 percent.

Monitoring

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 impact student achievement outcomes.

Monitoring will be done through on-going administration and district classroom walk-through using curriculum look-for indicators, detailed coaching cycles based on 9 week reviews, leadership team member data review sessions and intervention teachers progress monitoring meetings. Instructional adjustments will be done based on data reviews to increase student proficiency.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ahr, Eileen, ecahr@volusia.k12.fl.us

Evidence-based Practices/Programs

Description:

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. §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 learning on the ELA B.E.S.T standards with district and school staff, collaborative team planning for the ELA small and whole group block, differentiation/intervention, and completion of the MTSS process for targeted students.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Pride Elementary has selected the programs based on research by John Hattie and what will have a great effect size to move our students to proficiency. Professional learning 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 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
<p>Literacy Leadership-</p> <ul style="list-style-type: none"> -Professional learning on the ELA B.E.S.T standards for all teacher in grade levels will on-going throughout the school year. -Data review sessions and MTSS student monitoring will be completed for targeted students. 	<p>Ahr, Eileen, ecahr@volusia.k12.fl.us</p>
<p>Literacy Coaching</p> <ul style="list-style-type: none"> -District ELA support will conduct class walkthroughs with administration and provide actionable feedback. -ELA Coach along with District ELA support will collaboratively plan with teams of teachers to ensure Teacher Clarity. 	<p>Sylvester, Lisa , lmsylves@volusia.k12.fl.us</p>
<p>Assessment</p> <ul style="list-style-type: none"> -Teams will conduct data analysis of unit assessments during Collaborative Team Meetings, and make instructional decisions to close the gap in student learning. -Teams will monitor students' weekly and unit assessments. 	<p>Ahr, Eileen, ecahr@volusia.k12.fl.us</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> -Four teachers are attending the Response to Intervention Workshop in October with Mike Mattos they will come back and present to the faculty during Nov. ERPL -Three teachers are attending the You Can Learn Building Student Motivation, Ownership and Efficacy Through the PLC Process. They will come back and present to the faculty during Nov. ERPL 	<p>Ahr, Eileen, ecahr@volusia.k12.fl.us</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

Information will be provided through monthly MTSS, SAC, faculty and leadership meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
 List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pride will work on building a strong PTO and SAC committee. School wide positive behavior system will be implemented.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Leadership team leads will hold structured PLC focusing on curriculum and data with the end result of action plans for grade level or individual students.

Collaborative afterschool planning will be utilized to develop strong curriculum lessons for all tiered students.

Data tracking will be done for targeted students in monthly MTSS meetings.

Students will monitor their own performance through data tracking sheets that includes goal setting and discussion with teacher on progress and strategies to meet goals.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Staff will meet weekly in collaborative PLC planning and leadership meeting with administration to complete data analysis and program effectiveness based on data and stake holder input.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Pride Elementary will implement a mentoring program called Love Our Lions where staff will work with identified students through mentoring.

Monthly MTSS meetings will be held to discuss

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through monthly meetings

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$35,831.89
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	7931 - Pride Elementary School	UniSIG	0.0	\$2,108.00
			<i>Notes: Travel - Solution Tree- Response to Intervention at Work Oct 23,24, Hotel one night \$169 times 3 rooms. Solution Tree- You Can Learn: Building Student Motivation, Ownership, and Efficacy Through the PLC Process Oct 25,26 6 teachers, Hotel one night \$169 times 3 rooms. Total \$1,008.</i>			
	6400	730	7931 - Pride Elementary School	UniSIG	0.0	\$7,888.00
			<i>Notes: Dues & Fees - Conference registration Solution Tree- Response to Intervention at Work Oct 23,24 6 teachers @749 each. Solution Tree- You Can Learn: Building Student Motivation, Ownership, and Efficacy Through the PLC Process Oct 25,26 6 teachers @ \$749. Total \$8,988.</i>			
	6300	120	7931 - Pride Elementary School	UniSIG	0.0	\$17,106.00
			<i>Notes: Stipends for Leadership Team - Instructional leaders will support grade level/ department teacher teams with the effective management and implementation of the curriculum and standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning (5x\$1,569, 2 x \$1,368, 2 x \$1,770, 3 x \$995 = \$20,735.89)</i>			
	6300	210	7931 - Pride Elementary School	UniSIG	0.0	\$2,321.28
			<i>Notes: Retirement 13.57%</i>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$1,308.61
			<i>Notes: Social Security @ 7.65%</i>			
	5100	510	7931 - Pride Elementary School	UniSIG	0.0	\$5,100.00
			<i>Notes: Materials & Supplies - Magnetic Reading - a reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers. This will help students increase student achievement. (400 books x \$12.75 = \$5,100)</i>			
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning				\$241,566.92
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	7931 - Pride Elementary School	UniSIG	1.0	\$49,577.10

			<i>Notes: Reading Intervention Teacher - The intervention teacher to mentor, build relationships, set goals with academics in Reading via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and meet with admin and coaches every other week to share student progress and action plan for the following two weeks</i>			
	5100	210	7931 - Pride Elementary School	UniSIG	0.0	\$6,727.61
			<i>Notes: Retirement 13.57%</i>			
	5100	220	7931 - Pride Elementary School	UniSIG	0.0	\$3,792.65
			<i>Notes: Social Security 7.65%</i>			
	5100	230	7931 - Pride Elementary School	UniSIG	0.0	\$6,780.00
			<i>Notes: Medical Flat Rate</i>			
	5100	230	7931 - Pride Elementary School	UniSIG	0.0	\$3.27
			<i>Notes: Life .0066%</i>			
	5100	240	7931 - Pride Elementary School	UniSIG	0.0	\$743.66
			<i>Notes: Workmens Comp 1.5%</i>			
	5100	120	7931 - Pride Elementary School	UniSIG	1.0	\$49,577.10
			<i>Notes: Math Intervention Teacher - The intervention teacher to mentor, build relationships, set goals with academics in Math via multisensory activities and monitoring progress working with students. They will primarily work with students that showed little to no learning gains to support the intensive intervention need to help these students close their academic gaps. In addition to direct student contact, the intervention teacher would monitor student progress and meet with admin and coaches every other week to share student progress and action plan for the following two weeks</i>			
	5100	210	7931 - Pride Elementary School	UniSIG	0.0	\$6,727.61
			<i>Notes: Retirement 13.57%</i>			
	5100	220	7931 - Pride Elementary School	UniSIG	0.0	\$3,792.65
			<i>Notes: Social Security 7.65%</i>			
	5100	230	7931 - Pride Elementary School	UniSIG	0.0	\$6,780.00
			<i>Notes: Medical Flat Rate</i>			
	5100	230	7931 - Pride Elementary School	UniSIG	0.0	\$3.27
			<i>Notes: Life .0066%</i>			
	5100	240	7931 - Pride Elementary School	UniSIG	0.0	\$743.66
			<i>Notes: Workmens Comp 1.5%</i>			
	6300	120	7931 - Pride Elementary School	UniSIG	0.0	\$39,900.00

			<p><i>Notes: Stipends Guided Collaborative Planning Weekly (38 Teachers x 35 weeks x \$30/hr = \$48,366.78)- Teams will analyze data from formative, district, and state assessments. The teams will create intervention and enrichment action plans for individual students, classes, and grade levels. The team will monitor and adjust instructional groups based on OPM data for intervention and enrichment. The team will pace instruction using the curriculum map, assessment calendar, and for mative assessment data to choose appropriate standards/benchmarks needed for core instruction and intervention groups. The team will monitor progress towards achievement of the SIP focus areas. The team will participate in weekly collaborative planning with the instructional coaches, support facilitation, general education teachers, and intervention teachers to develop clarity of the standard, target task aligned activities, and develop rigorous questions to ensure the mastery of standards being taught. Total \$48,366.78</i></p>			
	6300	210	7931 - Pride Elementary School	UniSIG	0.0	\$5,414.43
			<p><i>Notes: Retirement 13.57%</i></p>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$3,052.35
			<p><i>Notes: Social Security @ 7.65%</i></p>			
	6300	120	7931 - Pride Elementary School	UniSIG	0.0	\$1,500.00
			<p><i>Notes: Stipends for teacher for for after school one on one coaching with coaches. This one on one time will allow for focus time spent coaching cycle conversations to take place with content coaches. These conversations could include lesson planning, data analysis, engagement strategies, know the math to do the math, classroom management techniques, etc. based on the needs of each teacher on the coaching caseload. after hours data analysis sessions (2 Staff x 35 hrs. each @\$30 = \$1,818.30).</i></p>			
	6300	210	7931 - Pride Elementary School	UniSIG	0.0	\$203.55
			<p><i>Notes: Retirement 13.57%</i></p>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$114.75
			<p><i>Notes: Social Security @ 7.65%</i></p>			
	6300	130	7931 - Pride Elementary School	UniSIG	0.0	\$1,500.00
			<p><i>Notes: Stipends for Coaches for for after school one on one coaching with teachers. This one on one time will allow for focus time spent coaching cycle conversations to take place with content coaches. These conversations could include lesson planning, data analysis, engagement strategies, know the math to do the math, classroom management techniques, etc. based on the needs of each teacher on the coaching caseload. after hours data analysis sessions (2 Staff x 35 hrs. each @\$30 = \$1,818.30).</i></p>			
	6300	210	7931 - Pride Elementary School	UniSIG	0.0	\$203.55
			<p><i>Notes: Retirement 13.57%</i></p>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$114.75
			<p><i>Notes: Social Security @ 7.65%</i></p>			
	6300	120	7931 - Pride Elementary School	UniSIG	0.0	\$3,000.00
			<p><i>Notes: Stipend for new teachers and teachers in need of additional support to meet with leadership team (100 hours x \$30/hr = 3,636.60).</i></p>			
	6300	210	7931 - Pride Elementary School	UniSIG	0.0	\$407.10

			<i>Notes: Retirement 13.57%</i>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$229.50
			<i>Notes: Social Security @ 7.65%</i>			
	6300	510	7931 - Pride Elementary School	UniSIG	0.0	\$4,690.28
			<i>Notes: Materials and Supplies Instructional resources for collaborative planning, professional development, and lesson implementation within the classroom. The materials we are purchasing are Sticky Note Chart paper, post-it-notes, Dry erase markers and highlighters. Cost- \$4,690.28</i>			
	6300	750	7931 - Pride Elementary School	UniSIG	0.0	\$42,720.00
			<i>Notes: Substitutes to provide core instructional teachers half day planning opportunities and to cover classes as teachers review data. (2 full time substitutes @120 per day x 160days =38,400, 3 subs @120 per day x 12 days = 4,320. Total = \$45,988.08.</i>			
	6300	220	7931 - Pride Elementary School	UniSIG	0.0	\$3,268.08
			<i>Notes: Social Security 7.65%</i>			
					Total:	\$277,398.81

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No