

Volusia County Schools

Spruce Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Spruce Creek Elementary School

642 TAYLOR RD, Port Orange, FL 32127

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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.

Bobcats strive to EXCEL as a diverse community of critical thinkers, problem solvers and responsible citizens.

Provide the school's vision statement.

School Belief Statements

We believe education is the shared responsibility of family, students, staff, and community.

We believe all members of our school family should be treated with dignity and respect.

We believe positive communication among students, parents, teachers, and staff is the key to a successful school.

We believe learning is a dynamic lifelong process.

We believe all individuals have a right to a safe and secure environment where trust, caring, encouragement, and support prevail.

We believe in the celebration of our success.

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
Hall, Andrea	Principal	Oversees the SIP and the implementation of the plan for the 2023-24 school year
Campbell, Monica	Instructional Coach	Support implementation of the SIP throughout the school year 2023-24
Melton, Pamela	Instructional Media	School Advisory counsel member and co-chair of School Improvement Plan
Cork, Anamari	Teacher, K-12	School Advisory council member and Co-chair of School improvement plan
Fabulich, Samantha	Assistant Principal	Follow up and support principal with implementation of the SIP plan
Shipman, Katherine	Teacher, K-12	Share SIP with Faculty and support implementation

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.

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. Similarly, at the district level is the District Improvement Plan, designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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. Spruce Creek Elementary has a School Advisory Council made up of Co-chairs of our SLT, Community members, Business partners, Parents, Administration, Student representatives, and Teachers. Throughout the year, the School Improvement plan will be shared with our School Advisory Council and provided to the parents/community in the office for feedback. The Student representatives will survey the student body and report back on data/concerns to the SAC committee to review and Administration to support needs of the students.

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 monitoring requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data

visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation. In addition we will conduct learning walks throughout the year with teacher involvement as well as data analysis meetings with Professional Learning Communities to close the achievement gap throughout the school year. We will identify the students who are Tier 2 and 3 as well as those who are identified as needing classroom intervention support to maintain proficiency. We will provide small group support to teachers throughout our Early Release Professional Development to continue our current success with intervention within the classroom. As needed, we will take our current data analysis and make adjustments at each grade level as needed to support our students. The SLT will meet each state progress monitoring results (PM 1, 2, and 3) to adjust our goals and continuously improve our plan to close the achievement gap. .

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	32%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
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) Asian Students (ASN) 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: B 2019-20: B 2018-19: B 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	9	34	24	27	17	21	0	0	0	132	
One or more suspensions	2	5	4	5	4	12	0	0	0	32	
Course failure in English Language Arts (ELA)	0	0	0	2	3	0	0	0	0	5	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	2	17	0	0	0	19	
Level 1 on statewide Math assessment	0	0	0	0	2	13	0	0	0	15	
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		

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	1	1	1	2	5	9	0	0	0	19

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	2	0	0	15	0	0	0	0	0	17
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	32	25	18	3	5	22	0	0	0	105	
One or more suspensions	3	5	6	6	4	1	0	0	0	25	
Course failure in ELA	0	0	0	24	3	8	0	0	0	35	
Course failure in Math	0	0	0	4	1	5	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	15	12	20	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	16	15	19	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	12	20	0	0	0	47	

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	0	0	0	0	0	0	

The number of students identified retained:

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

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	32	25	18	3	5	22	0	0	0	105	
One or more suspensions	3	5	6	6	4	1	0	0	0	25	
Course failure in ELA	0	0	0	24	3	8	0	0	0	35	
Course failure in Math	0	0	0	4	1	5	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	15	12	20	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	16	15	19	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	12	20	0	0	0	47	

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	0	0	0	0	0	0	

The number of students identified retained:

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

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*	60	52	53	61	53	56	66		
ELA Learning Gains				56			64		
ELA Lowest 25th Percentile				47			38		
Math Achievement*	71	55	59	71	42	50	67		
Math Learning Gains				68			60		
Math Lowest 25th Percentile				59			35		
Science Achievement*	75	62	54	65	55	59	64		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	68	60	59	79			65		

** 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)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99
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	40	Yes	4	
ELL	65			
AMI				
ASN	80			
BLK	37	Yes	1	
HSP	73			
MUL	64			
PAC				
WHT	67			
FRL	66			

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	40	Yes	3	
ELL	60			
AMI				
ASN	93			
BLK	56			
HSP	55			
MUL	61			
PAC				
WHT	61			
FRL	62			

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	60			71			75					68
SWD	22			45			50				5	60
ELL	52			74							3	68
AMI												
ASN	73			87							2	
BLK	30			44							3	
HSP	67			77			75				4	73
MUL	64			64							2	
PAC												
WHT	61			71			73				4	
FRL	56			66			77				5	73

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	61	56	47	71	68	59	65					79
SWD	28	44	30	39	58	56	28					
ELL	45	52		64	62		58					79
AMI												
ASN	85			100								
BLK	39	65		43	71		64					
HSP	52	52	50	64	60		43					62
MUL	46			75								
PAC												
WHT	64	55	44	73	68	56	70					
FRL	56	60	50	64	66	66	57					78

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	66	64	38	67	60	35	64					65
SWD	35	38	32	39	41	22	31					
ELL	67			67								65
AMI												
ASN	100			100								
BLK	58			63								
HSP	59	55		50	55		58					
MUL	50			57								
PAC												
WHT	67	61	38	69	61	21	66					
FRL	57	54	32	61	57	30	53					67

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	65%	53%	12%	54%	11%
04	2023 - Spring	56%	57%	-1%	58%	-2%
03	2023 - Spring	57%	53%	4%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	57%	5%	59%	3%
04	2023 - Spring	77%	59%	18%	61%	16%
05	2023 - Spring	82%	55%	27%	55%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	61%	14%	51%	24%

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.

ELA was our lowest performance area and the contributing factors for lower performance was due to not focusing enough on the magnetic lessons and teaching test taking strategies. The teachers felt like the new Benchmark program was a barrier as teachers tried to navigate the multitude of lesson components and when the magnetic lessons were introduced the teachers felt this was what was missing from their lessons. We also had a new teacher who were not building relationships and impacted two grade levels due to departmentalization. In addition, teachers reflected that they need more time with small group and heterogeneous groups to support each other through assessments and learning to find the correct answer. We also believe that the students more time with computer based assessments and toggling back n forth to highlight and text mark on computer when finding evidence to support answers.

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

Our school discipline 21-22 (587) referrals and 22-23 (737) for the current year. Due to misunderstanding of behavior plan implementation and the manifestation of the disability for acts in the classroom and how that should be handled as opposed to giving a referral. We need to do more training

with our teachers on when it is a disability, how it needs to be addressed through the behavior plan, and support that can be provided for the students.

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.

Our Science achievement, the state had 51% proficient and our school was 75% proficient which the positive trends were due to spiral review every day of the year. Also, our STEM and Media Specialist teachers worked during special area with the classes to reinforce after collaborating with the grade level teams. District Science specialist support two times a year breaking down the SMT 1 and 2 data providing support to working with our students to meet proficiency. In addition, we provided Science tutoring for several months which played into our positive trend.

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

In Math achievement, the state 55% proficient in 5th grade Math and 82% proficient in 5th grade math in our school. There was multiple sessions of tutoring provided throughout the day. We also had our students use Reflex consistently and spiral review everyday to expose and get students ready for the assessment and learning new standards.

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

Twenty one (21) of the thirty two (32) suspensions were in our intermediate testing grade which impacts attendance and performance.

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

Planning ELA small groups in every classroom
MTSS and alternatives to reduce discipline referrals

Area of Focus

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

#1. Instructional Practice specifically relating to Small Group Instruction**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.

Classroom Walkthrough data indicates a need for explicit and intentional small group instruction aligned to the intended learning of the benchmark. Additionally our Needs Assessment and Analysis, it revealed that 63% of our student's reached proficiency in ELA and with increased focus on small group aligned instruction and tasks, student proficiency will increase on state assessments.

Measurable Outcome:

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

By May 2024, 67% of our 3-5th grade groups will score proficient level 3 or higher on the ELA FAST PM 3 assessment. By May 2024, 80% of classroom teachers will provide students with benchmark-aligned small group instruction and tasks, as evidenced through walkthroughs in our K-5 classrooms.

Monitoring:

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

K-2 will continue utilizing SIPPS as a systematic foundational skills program as evidence by intervention group data and mastery test data analysis.

3-5th will utilize the ELA magnetic lessons as an intervention in small group instruction as measured by district assessments.

Person responsible for monitoring outcome:

Andrea Hall (amhall@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.)

SIPPS is a district approved phonics program with imbedded fidelity checks through mastery tests. Magnetic lessons are district approved with rich engaging texts and will be monitored through walk throughs and district assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SIPPS is a district approved phonics program with imbedded fidelity checks through mastery tests. Magnetic ELA lessons are district approved with rich engaging texts and will be monitored through walk throughs and district assessments.

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 1 - Strong 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.

Instructional coaches with administration will facilitate bi-weekly PLC benchmarked-aligned small group planning; to include aligned tasks, application of intended learning as well as questioning.

Person Responsible: Monica Campbell (mlcampbe@volusia.k12.fl.us)

By When: November 2023

Instructional coaches with administration will collaboratively review planning protocols, planning observation, and aligned small group lesson plans.

Person Responsible: Monica Campbell (mlcampbe@volusia.k12.fl.us)

By When: October 2023

Provide coaching support based on walkthrough data using look fors through tiered coaching support plan developed with trends and new position/teaching assignments.

Person Responsible: Andrea Hall (amhall@volusia.k12.fl.us)

By When: October 2023

School leadership and classroom teachers will walk classrooms in all grade levels to learn and share classroom strategies in a collaborative setting during learning walks.

Person Responsible: Andrea Hall (amhall@volusia.k12.fl.us)

By When: October 2023

#2. Positive Culture and Environment specifically relating to Early Warning System**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.

Early Warning system revealed 132 out of 719 that attended less than 90% of the school year. 32 students had at least 1 suspension. Last year our school had 737 referrals which was a major increase from the prior year of 587.

Measurable Outcome:

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

Our goal is to decrease the amount of referrals by 25% for a total of 550 referrals reducing out of classroom time and increase educational minutes in the classroom by the end of the school year May 2024.

Monitoring:

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

Weekly discipline referral data will be shared in the admin meeting and shared with the faculty in the Principal weekly bobcat bulletin.

Person responsible for monitoring outcome:

Andrea Hall (amhall@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.)

MTSS support with professional development and ongoing training for teachers in PLCs and Early release PD. The professional development will include Effective school discipline by Ben Springer. We will provide a book study on "Hacking School Discipline" to assist with discipline and positive classroom environment. In addition, we are continuing to utilize positive behavior referrals and mentors assigned to students in need. PBIS team will continue to meet monthly and have District support to be in on the meetings.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The discipline referrals last year was 737 and our students being in the office is interfering with classroom learning.

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 1 - Strong 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.

Hacking School Discipline by Shirley Anderson book study with collaboration to discuss and implement strategies in classroom and report back on the data.

Person Responsible: Samantha Fabulich (swfabuli@volusia.k12.fl.us)

By When: October 2023

MTSS training and professional development

Person Responsible: Andrea Hall (amhall@volusia.k12.fl.us)

By When: September 2023

Effective School Discipline by Ben Springer professional development

Person Responsible: Andrea Hall (amhall@volusia.k12.fl.us)

By When: December 2023

Positive Behavior Interventions and Support (PBIS) team will meet monthly with District behavior and school psychologist.

Person Responsible: Andrea Hall (amhall@volusia.k12.fl.us)

By When: Starting September 2023-May 2024

Mentors will be assigned to the highest discipline needs in our school

Person Responsible: Samantha Fabulich (swfabuli@volusia.k12.fl.us)

By When: September 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

During our SIP review, we reviewed the history of our School and the data reflects our SWD as the lowest performing ESSA subgroup and assisting them to achieve lowest quartile learning gains. Our 21-22 SWD percent proficient with lowest quartile learning gains was 40% proficient.

Measurable Outcome:

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

We are looking to achieve 45% proficient in our lowest ESSA subgroup SWD learning gains.

Monitoring:

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

Through learning walks and data analysis quarterly we will be analyzing and grouping our SWD students in intervention groups. The Admin team will meet with Katie Shaw, Primary Intervention, and Debbie Tarmann, TIPA Tutor, regularly to analyze student learning gains and growth in areas of deficiency.

Person responsible for monitoring outcome:

Andrea Hall (amhall@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.)

SIPPS is a district approved phonics program with imbedded fidelity checks through mastery tests and our Primary intervention will also utilize UFLI (A systematic and explicit phonics program) Benchmark intervention and Magnetic lessons are district approved with rich engaging texts and will be monitored through walk throughs and district assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We chose the interventions that were district approved and demonstrated the greatest research of improvement in early intervention prior to being identified as SWD.

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 1 - Strong 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.

Obtain/rehire Debora Tarmann as the TIPA tutor and provide support through coaching. Meet and discuss plan with Debora Tarmann and Katie Shaw to ensure they are both understanding materials, progress monitoring, and data to be collected for monitoring student learning gains.

Person Responsible: Monica Campbell (mlcampbe@volusia.k12.fl.us)

By When: October 2023

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)).

As a Title 1 school, we are allocating our Title 1 Budget resources toward a TIPA tutor for during school day support in ELA small groups and funding will be provided in our Title 1 budget

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

RAISE does not apply to our school.

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

RAISE does not apply to our school.

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

RAISE does not apply to our school.

Grades 3-5 Measurable Outcomes

RAISE does not apply to our school.

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.

RAISE does not apply to our school.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

RAISE does not apply to our school.

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?

RAISE does not apply to our school.

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**

RAISE does not apply to our school.

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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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).

N/A

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: Instructional Practice: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No