

Volusia County Schools

Volusia Pines Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Volusia Pines Elementary School

500 E KICKLIGHTER RD, Lake Helen, FL 32744

<http://myvolusiaschools.org/school/volusiapines/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.

The mission of Volusia Pines Elementary is to ensure success for our students, through the collaborating efforts of all. Our school is committed to providing a safe and supportive environment where teachers provide rigorous instructions and high expectations that makes a positive impact on student's performance.

Provide the school's vision statement.

The vision of Volusia Pines Elementary is to provide a safe environment where staff, parents, and community will work together to inspire all students to master academic and life skills.

School Leadership Team, 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
Gordon, Julie	Principal	Ensure safety and lead Volusia Pines faculty, staff, and students to academic success. Oversee the development, implementation, and progress of the SIP.
Richards, Carol	Assistant Principal	Ensure safety and assist in leading students to academic success. SIP Contact and SAC member.
Hinson, Shandris	Teacher, K-12	Assist in the development and implementation of the SIP.
Minor, Jessica	Teacher, K-12	Assist in the development and implementation of the SIP.
Hunt, Jaaqua	Teacher, K-12	Assist in the development and implementation of the SIP.
Pettit, Angela	Instructional Coach	Provide support to teachers academically to ensure success of all faculty and students. Assist in the development of the SIP.

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.

By following our School Improvement Plan and ELA area of focus, we will address all ESSA subgroups as determined by data analysis and intervention. The SLT team will meet, monitor and discuss the development of the SIP, which will be shared with all faculty and staff in order to ensure student success and increase student achievement. Parents, students, and community leaders will also take part in our SIP by participating in various schoolwide engagement events and activities in order to increase student achievement.

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))

The School Improvement Plan (SIP) will be frequently monitored through the use of weekly administrative walkthroughs and PLC's. Designated time will be established for collaborative planning during early release days and quarterly half day sessions. Feedback from staff will also be implemented monthly through faculty and SAC meetings. Parent engagement nights along with end of year feedback and surveys will also be utilized.

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	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: 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	5	23	11	22	7	17	0	0	0	85	
One or more suspensions	0	6	4	6	6	3	0	0	0	25	
Course failure in English Language Arts (ELA)	0	0	0	7	0	0	0	0	0	7	
Course failure in Math	0	0	0	5	0	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	0	2	14	0	0	0	16	
Level 1 on statewide Math assessment	0	0	0	0	2	8	0	0	0	10	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	2	3	4	2	0	0	0	16	

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	4	2	8	3	7	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	18	0	0	0	0	0	18
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	16	24	25	18	28	24	0	0	0	135	
One or more suspensions	2	5	5	6	7	4	0	0	0	29	
Course failure in ELA	0	0	0	10	0	0	0	0	0	10	
Course failure in Math	0	0	0	7	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	23	29	21	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	15	28	29	0	0	0	72	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	12	29	27	29	31	0	0	0	134	

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	3	3	11	17	21	18	0	0	0	73

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	1	1	0	0	0	0	5
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	16	24	25	18	28	24	0	0	0	135	
One or more suspensions	2	5	5	6	7	4	0	0	0	29	
Course failure in ELA	0	0	0	10	0	0	0	0	0	10	
Course failure in Math	0	0	0	7	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	23	29	21	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	15	28	29	0	0	0	72	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	12	29	27	29	31	0	0	0	134	

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	3	3	11	17	21	18	0	0	0	73

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	1	1	0	0	0	0	5
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*	51	52	53	51	53	56	47		
ELA Learning Gains				56			40		
ELA Lowest 25th Percentile				49			37		
Math Achievement*	59	55	59	52	42	50	35		
Math Learning Gains				70			31		
Math Lowest 25th Percentile				74			33		
Science Achievement*	64	62	54	64	55	59	41		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	61	60	59	62			61		

* 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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	8
Percent Tested	98
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	32	Yes	1	
ELL	48			
AMI				
ASN				
BLK	48			
HSP	56			
MUL	47			
PAC				
WHT	62			

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%
FRL	53			

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	47			
ELL	51			
AMI				
ASN				
BLK	50			
HSP	56			
MUL	58			
PAC				
WHT	61			
FRL	57			

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	51			59			64					61
SWD	20			30			29				5	50
ELL	30			52			47				4	61
AMI												
ASN												
BLK	46			50			47				3	
HSP	44			60			59				5	63
MUL	47			47							2	

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
PAC												
WHT	58			62			74				4	
FRL	46			56			58				5	54

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	51	56	49	52	70	74	64					62
SWD	26	43	35	28	71	76	47					
ELL	32	37	36	38	78	77						62
AMI												
ASN												
BLK	35	41		52	71							
HSP	43	50	40	44	71	83	62					56
MUL	53			63								
PAC												
WHT	61	66	50	56	68	60	67					
FRL	43	51	48	48	72	76	61					60

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	47	40	37	35	31	33	41					61
SWD	19	24		21	38	33	14					60
ELL	28	29		15	15		36					61
AMI												
ASN												
BLK	39	36		19	14		19					
HSP	34	33		25	20		29					65
MUL	50			29								
PAC												
WHT	57	39		47	42	36	54					
FRL	41	39	39	27	27	31	38					61

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	50%	53%	-3%	54%	-4%
04	2023 - Spring	65%	57%	8%	58%	7%
03	2023 - Spring	49%	53%	-4%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	57%	1%	59%	-1%
04	2023 - Spring	75%	59%	16%	61%	14%
05	2023 - Spring	51%	55%	-4%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	61%	2%	51%	12%

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.

Based on FAST PM3 results, our 3rd grade ELA data had the lowest performance at 49% proficient, which was below the state and district proficiencies at 50% and 53%. The contributing factors would be student discipline and attendance.

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

Science proficiency only showed a 2 point growth for our 5th grade students going from a 61% proficiency to 63% proficiency. The year prior to this showed a 20% gain from 41% to 61%. Maintaining

after such a high increase is powerful. We will make sure that we continue to have hands on materials. We will have collaborative planning in science with vertical alignment within the grade levels keeping in mind that the science assessments will also be online this year.

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.

The data component that had the greatest gap when compared to the state average is our ELA FAST PM3. Our 3rd grade ELA data was our only area that did not meet or exceed state or district averages. Volusia Pines showed a proficiency rate of 49% where the state and district showed slightly higher averages at 50% and 53%. A contributing factor was the amount of testing that was taken online and the lack of familiarity and exposure to online test taking. This was also the second year with the curriculum series Benchmark and the first year with fully implementing and assessing the BEST standards.

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

The data that showed the most improvement was our math component where there was an increase from 52% to 62%. The new curriculum, along with the new layout of our math block, contributed to the increase of student achievement in math. This allowed math intervention to be taught in the math block. In addition to this, we had three levels of math walk to intervention, consisting of systematic planning with intentional instruction of the benchmarks students struggled with most, based off of the data dashboard analysis.

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

According to the most recent data, 19% of our enrolled students have missed more than 10% of the school year. Discipline is also an area of concern. 192 referrals were recorded from the previous school year. 32% of those referrals came from students that were chronically absent.

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

Our highest priority for school improvement is explicate, collaborative planning with task alignment to the benchmarks across multiple grade levels. Volusia Pines will prioritize academic and planning support for teachers through PBIS, collaboration and engagement strategies to maximize student achievement, while decreasing chronic absences schoolwide.

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 ELA**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.

Instructional Practices specifically relating to ELA: Increase overall ELA Achievement to 57% within an intentional focus towards our SWD and ELL subgroups.

Measurable Outcome:

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

By January 2024, the overall ELA Achievement on the FAST State Assessment will show a proficiency of 54%. In May 2024, Volusia Pines Elementary will increase overall ELA Achievement to 57% based on the third FAST State Assessment.

By May of 2024, 90% of classroom teachers will provide explicit instruction and tasks aligned to the benchmark as evidenced by walkthroughs.

Coaching practice, by April 2024, the number of teachers receiving Tier 2 and 3 support will decrease by 50%.

Monitoring:

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

The Area of Focus will be monitored through classroom observations using a walkthroughs tool with specific

ELA look-fors such as explicit instruction and tasks that are all aligned to the benchmark. We will also ensure teachers are asking questions to deepen understanding of the intended learning with opportunities to collaborate, data chats, and peer learning walks to determine instructional adjustments needed to impact student growth. Also, coaching cycles will occur based on teacher needs as demonstrated through weekly classroom observations and student performance data. At least one PLC a month will be designated for data

analysis of students to determine the effectiveness of interventions, teacher instruction, and assessments.

Person responsible for monitoring outcome:

Julie Gordon (jcgordon@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.)

Volusia Pines Elementary will use Small Group Intervention as the strategy for this area of focus. We will monitor it through frequent walkthroughs by school based administration, academic coach, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps. Tier 3 students will work with our

ELA Intervention Teacher based on student needs.

Accelerated Reader is a computerized supplementary that provides guided reading instruction to improve reading skills. We will also use Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention has a 1.29 effect size according to John Hattie for visible learning outcomes for students. The key is making teaching and learning visible which includes intervention which has a high effect on

students.

<https://visible-learning.org>

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

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.

Literacy Leadership is to share with the entire faculty and staff, the data the SLT examined that determined the need for the implementation of explicit small group intervention in ELA. Administration will continue throughout the year to update the progress of ELA achievement to all stakeholders.

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

By When: August 2023; ongoing

Conduct PLCs focused on identifying learning intentions, discuss ideas for instruction, progress monitoring standards in ELA based on assessments, determine students who need additional intervention to be successful as well as for enrichment as based on the data from FAST Star Literacy (K-1), FAST Star Reading (2), FAST Cambium (3-5), and district assessments. Develop WIN (What I Need) Groups at PLC and monitor implementation of small group intervention and enrichment groups monthly. ELA Intervention teacher will provide support for our Tier 3 students and share progress with teachers and administration.

Person Responsible: Angela Pettit (ampettit@volusia.k12.fl.us)

By When: September 26, 2023; ongoing

Conduct Collaborative Planning that includes planning for alignment between the standard/ benchmark, the lesson, and the tasks. Planning will also include teachers "doing the work" to provide work examples that will allow student collaboration to illustrate desired outcomes for their students. Teachers will also plan specific higher order questions to ask during whole and small group instruction and develop formative assessments.

Person Responsible: Angela Pettit (ampettit@volusia.k12.fl.us)

By When: October 18, 2023; ongoing

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

Person Responsible: Carol Richards (clrichar@volusia.k12.fl.us)

By When: September 26, 2023; on going

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

Person Responsible: Carol Richards (clrichar@volusia.k12.fl.us)

By When: September 26, 2023; on going

#2. Positive Culture and Environment specifically relating to Other**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.

By utilizing the positive behavior intervention and support program (PBIS) we will provide a positive culture and environment by improving and integrating data, systems, and practices to positively effect student outcomes and increase student achievement.

Measurable Outcome:

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

By implementing PBIS we will decrease student discipline and referrals from 192 to 170 or less for the school year. In February 2024, we will have less than 90 referrals. PBIS will also increase student attendance by reducing our absentee rate to no more than 6 per student in February 2024. The outcomes will be obtained by implementing the PBIS strategies and expectations schoolwide to close learning gaps and increase student achievement.

Monitoring:

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

This area of focus will be monitored by utilizing the VCS Data Dashboard and monthly absences and discipline FOCUS reports to determine the students that need additional supports due to their absences and/or discipline. These reports and data analysis will be presented monthly at faculty meetings or in PLCs. Administration will also utilize walkthroughs to verify PBIS schoolwide behavioral system. PBIS charts will include common language, common expectations, and reward/incentives that will be referred to throughout the day to ensure positive behaviors that will lead to student achievement.

Person responsible for monitoring outcome:

Carol Richards (clrichar@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

School Leadership team will continue to meet to initiate PBIS supports and structures. The team will continue to display and follow the Volusia Pines Elementary's PBIS expectations and strategies based on school data.

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

By When: August 14, 2023 and ongoing throughout the school year.

Monthly PLC's will be scheduled to review attendance and discipline rates. After analysis of the data, students that continue to need further supports and interventions will be identified in order to prevent them from reaching Tier 3 levels of supports in behaviors and attendance. MTSS strategies will also be implemented based on ICEL (instruction, curriculum environment and learner) strategies will also be reviewed.

Person Responsible: Carol Richards (clrichar@volusia.k12.fl.us)

By When: August 14, 2023 and ongoing throughout the year.

Awards will be given for attendance class of the day, attendance of the week and brag tags for perfect attendance. Attendance will also be monitored quarterly with a "Taco" about attendance along with an end of the year attendance trophy given to students' with perfect attendance.

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

By When: August 16, 2023 and throughout the 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).

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

N/A

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

In 2022-2023 school year 49% of our third grader students scored below a Level 3 on the FAST ELA assessment.

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

N/A

Grades 3-5 Measurable Outcomes

By January 2024, the overall ELA achievement on the FAST ELA assessment for our current fourth graders will show a proficiency of (%). In May 2024, Volusia Pines Elementary will increase overall ELA achievement on the FAST ELA assessment to show a proficiency of 58% . By May 2024, 90% of classroom teachers will provide students benchmark-aligned tasks as evidence by classroom visits. Tiered coaching support-based classroom look-fors and data will occur throughout the year.

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.

The Areas of Focus will be monitored through classroom observations using the ELA Look-For Tool focusing on explicit instruction aligned to the benchmark and intended learning; tasks aligned to the benchmark and intended learning; questioning to deepen the understanding of the intended learning; and students are provided with opportunities to collaborate needed to impact student growth.

Tiered coaching support based on classroom walkthrough look-fors that occur weekly.

At least once a month PLC's will engage in data analysis of students to determine the effect of the intervention.

Collaborative planning for quality instruction focusing on lower performing benchmarks as seen in data will occur weekly.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gordon, Julie, jcgordon@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?

Volusia Pines Elementary will use Small Group Intervention as the strategy for this area of focus. We will monitor it through weekly classroom walkthroughs by school based administration, academic coach and district support team. The classroom walkthrough feedback driven by district look-fors will be shared with the teachers to guide planning and instruction. Our Tier 3 students will work with our intervention teachers based on student data.

Volusia Pines Elementary will also utilize tiered-based coaching support with teachers to help improve instruction to increase student achievement.

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?

Small group intervention has a 1.29 effect size according to John Hattie for visible learning outcomes for students. The key is making teaching and learning visible which included intervention that has a high effect on students.

Coaching over time, in conjunction with data team analysis, will impact student growth with an effect size of .51 according to John Hattie's meta analysis utilizing how students learn to inform instruction.

Programs being utilized for small group intervention include SIPPS, Benchmark Advance Interventions, Comprehension Lessons, I-ready Teacher Toolbox and Magnetic Reading Lessons.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide on-going professional learning in ELA whole and small group using the Benchmark Resources and I-ready Magnetic reading lessons. Conduct collaborative planning that includes planning for the alignment between the benchmark, the lesson and the tasks. Planning will also include teachers understanding the desired outcomes for their students. Teachers will also plan for specific higher order questions to ask during small group instruction and develop formative assessments.	Gordon, Julie, jcgordon@volusia.k12.fl.us
Conduct PLC's to focus on identifying learning intentions, share best practices in instruction of the benchmark, progress monitor benchmarks in ELA based assessments, determine students who need additional intervention to be successful as well as for enrichment as based on the data from STAR Literacy (K), STAR Reading (1-2), FAST (3-5), and district assessments. Develop WIN (What I Need) groups at PLC and monitor implementation of small group intervention and enrichment groups monthly Intervention teachers will provide support for out Tier 3 students.	Pettit, Angela, ampettit@volusia.k12.fl.us
Based on classroom walkthroughs by administration and the students data, teachers will be provided a coach to support them with accomplishing an established goal in order to increase student success.	Gordon, Julie, jcgordon@volusia.k12.fl.us

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: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$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