Volusia County Schools

PRIDE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carrie Devaney

cdevaney@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal will ensure Pride Elementary has the resources necessary for student achievement. Facilities will be properly maintained. Safety and security will be a top priority.

Leadership Team Member #2

Employee's Name

Joselyn Ortiz

jortiz@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal will ensure Pride Elementary has the resources necessary for student achievement. Facilities will be properly maintained. Safety and security will be a top priority.

Leadership Team Member #3

Employee's Name
Zachary Owen

zpowen@volusia.k12.fl.us

Position Title
Second Grade Teacher

Job Duties and Responsibilities

Teacher will ensure colleagues in second grade will monitor data implement SIP goals.

Leadership Team Member #4

Employee's Name
Carolina Morales

cmorales@volusia.k12.fl.us

Position Title
Academic coach

Job Duties and Responsibilities

Academic coach will ensure all instructional staff has resources and materials necessary to further student achievement.

Leadership Team Member #5

Employee's Name
Rebecca Keller

rlkeller@volusia.k12.fl.us

Position Title
ESE K-2 VE Mild Teacher

Job Duties and Responsibilities

Teacher will ensure colleagues in ESE will monitor data implement SIP goals.

Leadership Team Member #6

Employee's Name
Kara Telger

kmtelger@volusia.k12.fl.us

Position Title
ESE 3-5 VE Mild Teacher

Job Duties and Responsibilities

Teacher will ensure colleagues in ESE will monitor data implement SIP goals.

Leadership Team Member #7

Employee's Name
Marchelle Thomas

MBThoma1@volusia.k12.fl.us

Position Title
Intervention Teacher

Job Duties and Responsibilities

Provides targeted small group supports to students who need additional assistance to succeed in school.

Leadership Team Member #8

Employee's Name
Michelle C. Brown

mcbrown@volusia.k12.fl.us

Position Title
Behavior Support Teacher

Job Duties and Responsibilities

Provides instruction and support to students who display moderate adverse behaviors that interfere with learning and need specially designed instruction in social skills or social communications.

Leadership Team Member #9

Employee's Name
Amanda Gang

akgang@volusia.k12.fl.us

Position Title
Media Specialist

Job Duties and Responsibilities

Supports the library media program and ensures media goals are fully aligned with the school's improvement goals.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The school leadership team engages stakeholders in the development of the School Improvement Plan (SIP) through climate surveys, parent feedback, SAC meetings, and student voice opportunities. On July 22, 2026, the team analyzed school, grade-level, and subgroup data to identify SIP focus areas. These priorities will be reviewed with staff during August pre-planning to gather additional input. The SIP and PFEP will be shared with families and the community through the school website and SAC/PTO meetings, with stakeholder input sessions scheduled for August 2026.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored through classroom walkthroughs, PLCs, leadership and faculty meetings, MTSS reviews, stakeholder feedback, and student performance data. Progress-monitoring, VBA, and science assessment data will be analyzed regularly to inform instructional decisions and intervention adjustments. SIP goals and action steps will be reviewed throughout the year and refined as needed to ensure continuous improvement and positive student outcomes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: A** **2024-25: B** **2023-24: C** **2022-23: B** **2021-22: D**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	45	63	66	81	82	95				432
Absent 10% or more school days	4	11	16	14	13	19				77
One or more suspensions	0	5	9	13	10	19				56
Course failure in English Language Arts (ELA)	0	0	0	1	10	3				14
Course failure in Math	0	0	0	1	4	4				9
Level 1 on statewide ELA assessment	0	7	8	19	9	17				60
Level 1 on statewide Math assessment	0	4	7	16	11	16				54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	3	10	4	1				21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	7	11	14	15				51

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	1				2
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2025-26) As Last 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	
School Enrollment	57	70	81	84	89	87				468
Absent 10% or more school days	12	18	21	20	19	26				116
One or more suspensions		6	8	11	14	23				62
Course failure in English Language Arts (ELA)					3	2				5
Course failure in Math										0
Level 1 on statewide ELA assessment				1	23	28				52
Level 1 on statewide Math assessment				1	14	19				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	4	8	9	8				32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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		2	5	4	17	23				51

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	60	62	58	56	59	52	55	57
Grade 3 ELA Achievement	69	61	61	57	58	59	53	56	58
ELA Learning Gains	74	63	63	59	57	60	63	57	60
ELA Lowest 25th Percentile	85	61	58	59	53	56	62	50	57
Math Achievement*	70	64	66	57	61	64	53	57	62
Math Learning Gains	75	65	64	58	62	63	44	59	62
Math Lowest 25th Percentile	76	54	50	59	50	51	43	46	52
Science Achievement	67	65	62	75	63	58	53	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	63		60	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	583
Total Components for the FPPI	8
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
73%	63%	54%	55%	41%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	53%	No		
English Language Learners	70%	No		
Black/African American Students	76%	No		
Hispanic Students	71%	No		
Multiracial Students	71%	No		
White Students	72%	No		
Economically Disadvantaged Students	72%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%	69%	74%	85%	70%	75%	76%	67%					
Students With Disabilities	37%	44%	78%	81%	41%	59%	64%	22%					
English Language Learners	68%	77%	67%		65%	71%							
Black/African American Students	79%	83%	71%		68%	67%		90%					
Hispanic Students	63%	66%	80%	83%	66%	80%	79%	52%					
Multiracial Students	67%				75%								
White Students	66%	63%	68%		74%	75%	82%	74%					
Economically Disadvantaged Students	65%	70%	75%	87%	65%	76%	77%	57%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%	57%	59%	59%	57%	58%	59%	75%					88%
Students With Disabilities	24%	17%	42%	53%	37%	59%	58%	47%					
English Language Learners	32%	25%	63%		38%	93%							88%
Black/African American Students	61%		73%		54%	46%		80%					
Hispanic Students	55%	50%	61%	59%	46%	63%	71%	72%					88%
Multiracial Students	56%		50%		73%								
White Students	61%	62%	53%	40%	69%	50%		71%					
Economically Disadvantaged Students	49%	51%	59%	64%	51%	60%	66%	65%					91%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	53%	63%	62%	53%	44%	43%	53%					63%
Students With Disabilities	18%	21%	45%	52%	24%	29%	28%	29%					60%
English Language Learners	30%		56%		32%	63%							63%
Black/African American Students	43%	45%	68%		50%	42%		36%					
Hispanic Students	47%	50%	61%	62%	42%	38%	33%	41%					63%
Multiracial Students	73%				73%								
White Students	59%	54%	62%		62%	52%	55%	72%					
Economically Disadvantaged Students	47%	49%	63%	58%	48%	47%	47%	48%					60%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	68%	61%	7%	60%	8%
ELA	4	60%	58%	2%	60%	0%
ELA	5	67%	60%	7%	61%	6%
Math	3	72%	63%	9%	66%	6%
Math	4	74%	66%	8%	65%	9%
Math	5	58%	62%	-4%	62%	-4%
Science	5	64%	64%	0%	60%	4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA learning gains of the lowest quartile showed the most improvement. ELA was departmentalized 2nd-5th grade. Special area intervention, targeted support groups both by classroom teachers and support teachers, focused PLCs and data focused intervention cycles contributed to this increase. Pride Elementary went from 59% to 85%. This was a 26% increase.

Lowest Performance

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

Pride Elementary lowest performance was a 37%, overall, ELA achievement of the ESSA subgroup of students with disabilities. This was an increase by 13 percent from the prior year score of 24%. Pride will continue to use focused PLCs, and data focused intervention cycles to increase this profieciency.

Greatest Decline

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

Pride Elementary experienced a decline in 5th grade science proficiency from 75 percent to 67 percent. This was a decline by 8%. A contributing factor was that students had ineffective teaching of the standards the prior two years and targeted students were receiving additional support for reading and math.

Greatest Gap

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.

Fifth grade math proficiency had the greatest gap compared to the district and state at 4 percent. Pride elementary had a proficiency of 58 percent in 5th grade as compared to 62 percent for the

district and state. While the school maintained the proficiency of that cohort of students, the cohort experienced a change of multiple teachers over the course of two years which may have contributed to this gap.

EWS Areas of Concern

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

Pride Elementary's attendance of students with 10% or more absent has decreased from prior year, however, still remains a potential area of concern. Pride Elementary has 77 students who have missed more than 10% of the school year. This is a decline from 114 students the prior year. Another area of concern is students with a substantial reading deficit. Pride Elementary has 21 students with a substantial reading deficit, which is a decrease from 32 the prior year.

Highest Priorities

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

Pride Elementary's 4 areas of priority are as follows:
1. ELA Achievement
2. SWD proficiency
3. 3rd grade ELA Achievement
4. Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pride Elementary's ELA proficiency is 66 and current goal is 80 percent.
Pride Elementary is 66% proficient which is a gain of 8% from the previous year.
3rd Grade-68%
4th Grade-60%
5th Grade-67%
The district is at 60% and the state is at 60%. Pride Elementary is currenlty ahead of the district and state
proficiency by 6 percent.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Pride Elementary will focus on ELA Proficiency in grades 3, 4 and 5. Pride Elementary will move from 67% proficient to 80% proficient. This will be a 13% increase. 3rd grade will have 45 students scoring proficient out of 65. This will be an increase of 20 students. 4th grade will increase from 51 students showing proficiency to 60 students proficient, an increase of 9 students. 5th grade will increase from 50 students showing proficiency to 65 students proficient, an increase of 15 students.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Pride Elementary's area of focus of ELA proficiency will be monitored by administration. Pride Elementary maintains a data spreadsheet that is utilized at PLC's to monitor student achievement on each assessment at each grade level. This spreadsheet is utilized to make decisions about intervention, remediation and acceleration. The data will be reviewed weekly at PLC. This allows

actionable steps based on data. The Leadership team will meet after each PM and VBA to discuss trends and create and/or adjust interventions.

Person responsible for monitoring outcome
Carrie Devaney

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Pride Elementary will utilize small group instruction in ELA involving benchmark aligned instruction and questioning with verification of learning.

Rationale:
According to Hattie, small group instruction has an effect size of .47.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Pride Elementary will utilize small group instruction in ELA involving benchmark aligned instruction and questioning with verification of learning.

Person Monitoring:
Carrie Devaney

By When/Frequency:
Ongoing/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin will conduct weekly walkthroughs during the ELA block to monitor small group instruction specifically looking for benchmark aligned questioning/discussion. Admin and Academic coach will provide immediate feedback.

Action Step #2
Teachers will monitor VOL's within the instructional window for 70% or higher proficiency.

Person Monitoring:
Teachers

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will monitor VOL's within the instructional window for 70% or higher proficiency. Administration will compile ELA data to review at PLC's.

Action Step #3

Target students for 50 minutes of intervention during special area time.

Person Monitoring:
Carolina Morales/Devaney

By When/Frequency:
weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Targeted students will have an additional 50 minutes of instruction 4 days per week in ELA. Progress data will be monitored weekly and adjustments to groups will be made monthly.

Action Step #4
Data Chats with students for ELA

Person Monitoring:
Dr. Ortiz

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data chats will be conducted with students quarterly to review their ELA data and create a plan of action. Admin, Intervention teacher and ESE Support Facilitators will conduct data chats.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pride Elementary has 77 students who are absent more than 10% of the school year. This is a decline from prior year of 114 students, however this continues to be an area of concern.Currently Pride has 77 students out of 432 with 90% or below for attendance. The grade level breakdown is as follows:
K-4
1-11
2-16
3-14
4-13
5-19

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Pride Elemetary's prior year had 114 students who were absent more than 10% of the school year.

Current data indicates 77 are absent more than 10% of the year. This is a decline from prior year. Pride Elementary is committed to reduce this number below 90% of students who are absent more than 10% which is approximately 8 students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School counselor will monitor attendance and provide incentives for student attendance. Counselor will monitor weekly attendance and tardies. Students who attend school regularly will perform better on classroom and state assessments.

Person responsible for monitoring outcome

Ms. Ruiz

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

School counselor will provide individual attendance plans to parents and students who are chronically absent and/or tardy. Individual plans will consist of assigned mentors, school specific job and/or student self monitoring.

Rationale:

Pride Elementary has 77 students who are below 90% attendance threshold. These families will be contacted directly by the school counselor during pre planning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Individual plans will consist of assigned mentors, school specific job and/or student self monitoring.

Rationale:

Attendance research shows students with strong connections to adults, important roles within the school or self awareness increase school attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
School counselor will monitor attendance and provide incentives for student attendance. Counselor will monitor weekly attendance and tardies. Students who attend school regularly will perform better on classroom and state assessments.

Person Monitoring:
Ms. Ruiz

By When/Frequency:
Weekly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School counselor will monitor the completion of the classrooms challenge poster. Incentives will be based on the completion of Pride Lions. Classrooms will mark off a letter when their entire class is present. All students must be on time.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://pride.vcsedu.org-Website Pride Elementary will disseminate the SIP and PFEP through SAC meetings and our website. Printed copes of the SIP and PFEP are available to review and provide input at our front office. Parents and community members can also provide input online through a parent input form.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

https://pride.vcsedu.org/ Pride Elementary utilizes various ways to communicate with parents and families. Weekly focus communication is sent to all parents through email and text messages. Communication includes weekly school information and a breakdown of what students are learning for the week in each grade level for ELA, Math, Science and Social Studies. Pride Elementary's school website is updated frequently to include school information. Flyers are also sent home with students via backpack just in case parents/families miss the electronic communication. Pride Elementary conducts SAC meetings monthly with parents to update progress of our SIP goals and to gain input from parents and families.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In addition to tier 1 instruction, Pride Elementary provides remediation/intervention during the school day through an additional 50 minutes of instruction during special area time for targeted students 4 days per week.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Students have been identified from prior year who exhibit needs for counseling, mental health and support services. The 4th PLC of each month will be identified as the counseling/ mental health PLC. At this PLC we will review data and indicators for students already receiving in-house and outside services and discuss any students who may need to be added.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The IEP team develops transition plans for students over the age of 12. This team reviews post secondary options and workforce opportunities with the student and families.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Pride Elementary utilizes a tier 1 classroom management plan in all classrooms. When students demonstrate a need for additional support teachers will implement tier 2 and tier 3 research-based interventions through the MTSS process in conjunction with the school counselor

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Pride Elementary will engage in professional learning throughout the year targeted towards

developing skills in differentiated instruction, small groups and goal setting. In addition, all staff will participate in professional learning on analyzing student data to make instructional decisions.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Pride Elementary offers 4 units of Pre-K for students with disabilities and a VPK classroom for community students.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00