

Volusia County Schools

Deltona Lakes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Deltona Lakes Elementary School

2022 ADELIA BLVD, Deltona, FL 32725

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Through the collaborative efforts of the school community, students will be enriched, motivated and encouraged to achieve their highest individual potential; empowering them to participate in a diverse global community.

Provide the school's vision statement.

Create life-long learners prepared for an ever-changing global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Miller, Chad	Principal	Instructional leader Chief communicator Oversees the School improvement plans implementation
Noga, Hope	Assistant Principal	Oversees portions of the plan Discipline Assist when necessary to ensure student success
Griffin, Tonya	Assistant Principal	Oversee portions of the school improvement plan Lead the PBIS portion Assist to ensure safety and success of all students
Brown, Kerrie	Instructional Coach	Oversee primary implmentation of instruction Run PLCs for those grade levels Use academic data to make decisions Facilitate Small group interventions to help all students to be successful.
Diallo, Jennifer	Instructional Coach	Oversee intermediate implementation of the school improvement plan and instruction Run PLCs for those grade levels Use academic data to make decisions Facilitate Small group interventions to help all students to be successful.
Zeidwig, Catherine	Instructional Coach	Focus on the middle grades (2-3) students and thier instructional implementation. Run PLCs for those grade levels Use academic data to make decisions Facilitate Small group interventions to help all students to be successful.

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 principal has met with business partners, community members, parents as well as the mayor to get feedback of some potential growth areas for Deltona Lakes Elementary.

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 SIP will be discussed in Leadership meetings that will be daily check ins as well as weekly sit down meetings. The SIP may be slightly adjusted based on the data. The revisions may take place after the first and second fast tests.

Demographic Data

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	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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)	
School Grades History	2021-22: C 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	51	42	22	23	37	32	0	0	0	207
One or more suspensions	9	3	2	3	5	10	0	0	0	32
Course failure in English Language Arts (ELA)	0	0	0	15	1	2	0	0	0	18
Course failure in Math	0	0	0	4	1	6	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	36	34	33	0	0	0	103
Level 1 on statewide Math assessment	0	0	0	11	22	33	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	31	28	32	19	16	14	0	0	0	140

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	23	11	12	23	22	21	0	0	0	112

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	3	5	3	1	1	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	28	17	21	24	13	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	7	3	0	0	0	12
Course failure in Math	0	0	0	0	6	5	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	5	18	34	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	3	16	31	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	3	8	5	3	2	0	0	0	34
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	1	1	2	14	8	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	5	7	0	1	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	28	17	21	24	13	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	7	3	0	0	0	12
Course failure in Math	0	0	0	0	6	5	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	5	18	34	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	3	16	31	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	3	8	5	3	2	0	0	0	34
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	1	1	2	14	8	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	5	7	0	1	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52			46			52		
ELA Learning Gains	43			36			50		
ELA Lowest 25th Percentile	28			43			47		
Math Achievement*	54			42			56		
Math Learning Gains	52			26			47		
Math Lowest 25th Percentile	31			26			41		
Science Achievement*	47			50			53		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	57			48			66		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	32	Yes	3	
ELL	35	Yes	2	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	43			
MUL	58			
PAC				
WHT	60			
FRL	45			

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)

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	52	43	28	54	52	31	47					57
SWD	26	28	19	28	45	36	34					40
ELL	32	32	33	40	42	24	21					57
AMI												
ASN												
BLK	39	32	9	42	46	27	21					
HSP	47	40	41	50	44	24	38					59
MUL	46			69								
PAC												
WHT	66	49		62	61		62					
FRL	52	43	31	51	52	30	47					54

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	46	36	43	42	26	26	50					48
SWD	22	32	36	18	27	29	22					27
ELL	30	46		30	38		27					48
AMI												
ASN												
BLK	29	26	42	29	32		28					
HSP	42	40	45	37	29	33	42					43
MUL	27			30								
PAC												
WHT	58	38		54	21		70					
FRL	43	37	50	40	28	30	48					49

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	52	50	47	56	47	41	53					66
SWD	16	36	37	20	39	44	26					58
ELL	28	36	32	37	36	35	48					66
AMI												
ASN												
BLK	49	52		35	48	45	33					
HSP	48	43	35	54	44	34	51					69
MUL	47			60								
PAC												
WHT	58	56	61	64	50	53	59					
FRL	49	49	50	55	45	45	49					66

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

According to PM 3 data, our 5th grade Math data had the lowest performance at 31% proficient.

Contributing Factors: Large class size, high population of SWD, frequent disruptions. Also, accountability for small group instruction and intervention.

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

According to the data, SWD showed the greatest decline in proficiency. SWD decreased from 32% proficient to 19% proficient. iready diagnostic EOY decreased from 53% to 46% in 5th grade Math.

Contributing Factors: Attendance, Behaviors, Staff shortage. Also, accountability for small group instruction and intervention.

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

According to the PM 3 data, 5th grade Math scored 30% whereas the State proficiency is 55% proficient. The gap was 25% deficiency.

Contributing Factors: Accountability for small group instruction and intervention. Also, accountability for small group instruction and intervention.

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

According to the PM 3 data, 4th grade showed the most improvement in ELA. 4th grade increased 13% proficient (64%) and above the state proficiency by 6%.

New Actions: Strong instruction from all 5 teachers in the grade level, building positive cultures to promote success.

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

*Attendance--174 students have attendance below 90%.

*Substantial Reading deficits

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

*Accountability for Benchmark Aligned Instruction with fidelity including small group instruction.

*Creating positive cultures that contribute to an overall student success.

*System for walkthroughs and collaboration as an Administration/Leadership team with feedback and evidence.

Area of Focus

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

#1. 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.

*According to the data, Students with disabilities historically underperformed in ELA and Math proficiency.

FAST data

*SWD--ELA--19% proficiency

*SWD--Math--12% proficiency

Measurable Outcome:

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

*SWD will increase to 41% proficiency by PM3 by May 2024 for ELA.

*SWD will show measurable growth (10%-20%) from PM1 to PM2 by January 2024.

*SWD will show measurable growth in benchmarks/standards proficiency in district assessment data.

*Teachers will meet with SWD in small group 3-5 days per week.

Monitoring:

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

Action steps?

*Tracking growth and data after district assessments and specific to IEP goals quarterly.

*Tracking growth and data after PM1 to PM2.

*Increase walkthrough specific to ESE support facilitation.

*Increase walkthrough for small group instruction in classrooms ensuring benchmark-aligned instruction.

*Administration and coaches will meet weekly to analyze coaching support plans and data trends.

*Create specific PLC for ESE and ESOL.

Person responsible for monitoring outcome:

Chad Miller (camiller@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.)

Benchmark-aligned Instruction: The State Board of Education (SBE) adopted Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics on February 12th, 2020. The B.E.S.T. Standards will be fully implemented in 2023-2024 school year along with aligned instructional materials and statewide assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will ensure teachers are providing benchmark-aligned instruction and utilizing benchmark-aligned resources.

??

All teachers will be provided professional learning for Students with Disabilities. ESE teachers will utilize specially designed instruction and resources along with benchmark-aligned resources for Students with Disabilities. ??Collaborative planning between classroom and resources teachers to effectively plan for instruction and intervention.

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.

*Monitoring and compliance documentation of providing services through Specially Designed Instruction and/or intervention programs for Students with Disabilities.

Person Responsible: Hope Noga (chnoga@volusia.k12.fl.us)

By When: *Administration will monitor compliance documentation monthly beginning September 2023 until May 2024.

*Admin/Leadership Team will monitor/analyze SWD ESSA subgroup data after district assessments, PM 1, PM 2 and iready data. Intentional instructional decisions will be made in conjunction with teachers based on the data for remediation.

Person Responsible: Chad Miller (camiller@volusia.k12.fl.us)

By When: *Admin/Leadership Team will analyze data trends monthly and make instructional recommendations based on the data. This will begin in September 2023 until May 2024.

*Increase walkthrough for small group instruction in classrooms ensuring benchmark-aligned instruction and utilizing resources. This includes general education classrooms as well as Support Facilitation groups. Feedback will be provided.

Person Responsible: Tonya Griffin (tngriffi@volusia.k12.fl.us)

By When: *Admin/coaches will provide walkthrough feedback monthly utilizing the Look Fors beginning in September 2023 until May 2024.

*Administration and coaches will meet weekly to analyze coaching support plans and data trends to plan next steps.

Person Responsible: Chad Miller (camiller@volusia.k12.fl.us)

By When: *Admin/Leadership Team will meet weekly beginning August 2023 until May 2024.

*Create specific PLC for ESE. Master Schedule was created to ensure Support Facilitation teachers had a PLC built into the schedule

Person Responsible: Hope Noga (chnoga@volusia.k12.fl.us)

By When: *Master Schedule created in August 2023.

*Provide professional learning, district workshops and any other content specific workshops in the Focus Area of ELA and Math, specifically addressing SWD population, during PLC's and ERPL's with a focus of small group instruction and intervention utilizing standards aligned district resources. ?????

Person Responsible: Tonya Griffin (tngriffi@volusia.k12.fl.us)

By When: Dates of ERPL's

#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.

At Deltona Lakes Elementary, student attendance and tardies are significant with 174 students with 10% or more absences. DLE will reduce students with 10% or more absences by 50%.

Measurable Outcome:

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

By May 2024, DLE will reduce the number of students (174) with 10% or more absences by 50% (87).

Targets:

*By December 2023, students with attendance issues will be reduced by 25%.

*By May 2024, students with attendance issues will be reduced by 50%.

*Teachers will improve attendance

Monitoring:

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

*Admin/Leadership/guidance will analyze attendance data weekly through FOCUS.

*Identified attendance students will be monitored by guidance.

Person responsible for monitoring outcome:

Chad Miller (camiller@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.)

Positive Behavior Interventions and Supports (PBIS)

Deltona Lakes will implement positive behavior supports specifically in the area of student attendance and tardies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At Deltona Lakes Elementary, student attendance and tardies are significant with 174 students with 10% or more absences. Implementation of positive behavior supports specifically in the area of student attendance and tardies will reduce the number of students with 10% or more absences by 50%.

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.

*Admin/Leadership will analyze attendance and tardy data through FOCUS at weekly leadership meetings. Chronic attendance/tardy students will be identified and met with by a member of the leadership team.

Person Responsible: Hope Noga (chnoga@volusia.k12.fl.us)

By When: *Admin/Leadership team will meet weekly on Wednesdays throughout the school year beginning on August 30th, 2023 throughout the school year until May 2024.

*Attendance and tardy positive incentives will be created to support student attendance. Identified students will have positive reinforcements for improved school attendance bi-weekly.

Person Responsible: Tonya Griffin (tngriffi@volusia.k12.fl.us)

By When: *Admin/Leadership/guidance team will visit targeted attendance students with their positive incentive bi-weekly beginning on August 30th, 2023 throughout the school year until May 2024.

*Integrate attendance updates with the faculty at meetings monthly.

Person Responsible: Chad Miller (camiller@volusia.k12.fl.us)

By When: *School Counselor will present attendance information monthly at faculty meetings.

#3. Instructional Practice specifically relating to Benchmark-aligned 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.

At Deltona Lakes Elementary, our area of weakness is utilizing Benchmark-aligned resources to fidelity in providing instruction. Systems and structures will be implemented to help foster teacher practice in utilizing the benchmark-aligned resources for student success.

Measurable Outcome:

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

Current Data:

FAST Data

Overall Proficiency 3rd-5th

ELA-61%

Math-56%

Science-59%

Targets:

*Overall FAST proficiency will increase to 4% on PM3 by May 2024 for ELA.

*Overall FAST proficiency will increase to 4% on PM3 by May 2024 for Math.

*Overall Science proficiency will increase to 4% on the State Science Assessment by May 2024.

*Overall FAST ELA proficiency will show measurable growth on proficiency from PM1 to PM2 by January 2024.

*Overall FAST Math proficiency will show measurable growth on proficiency from PM1 to PM2 by January 2024.

*ELA, Math and Science will show measurable growth in benchmarks/standards proficiency in district assessment data.

*Teachers will help create the student and teacher actions on the Look For tool.

*Increase accountability with meetings with grade chairs.

Monitoring:

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

*Admin/Leadership Team will monitor/analyze data after district assessments, PM 1, PM 2 and iready data. Intentional instructional decisions will be made based on the data for remediation. (ELA, Math & Science)

*Increase walkthrough for small group instruction in classrooms ensuring benchmark-aligned tasks and instruction utilizing resources. This includes general education classrooms as well as Support Facilitation groups. Feedback will be provided.

*Increase walkthrough specific to benchmark-aligned tasks and instruction. Feedback will be provided. (ELA, Math & Science)

*Administration and coaches will meet weekly to analyze coaching support plans and data trends.

*PLC's for collaboration and planning focusing on utilizing benchmark-aligned resources.

Person responsible for monitoring outcome:

Chad Miller (camiller@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.)

Benchmark-aligned Instruction: The State Board of Education (SBE) adopted Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics on February 12th, 2020. The B.E.S.T. Standards will be fully implemented in 2023-2024 school year along with aligned instructional materials and statewide assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will ensure teachers are providing benchmark-aligned instruction and utilizing benchmark-aligned resources.

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.

*Admin/Leadership Team will monitor/analyze data after district assessments, PM 1, PM 2 and iready data. Intentional instructional decisions will be made based in conjunction with teachers on the data for remediation. (ELA, Math & Science)

Person Responsible: Chad Miller (camiller@volusia.k12.fl.us)

By When: *Admin/Leadership Team and will analyze data trends monthly and make instructional recommendations based on the data. This will begin in September 2023 until May 2024.

*Increase walkthroughs specific to benchmark-aligned tasks and instruction including small group instruction in classrooms. This will ensure benchmark-aligned tasks and instruction utilizing resources. This includes general education classrooms as well as Support Facilitation groups. (ELA, Math & Science) Feedback will be provided.

Person Responsible: Tonya Griffin (tngriffi@volusia.k12.fl.us)

By When: *Admin/coaches will provide walkthrough feedback monthly utilizing the Look Fors beginning in September 2023 until May 2024.

*Administration and coaches will meet weekly to analyze coaching support plans and data trends to plan next steps.

Person Responsible: Hope Noga (chnoga@volusia.k12.fl.us)

By When: *Admin/Leadership Team will meet weekly beginning August 2023 until May 2024.

PLC's for collaboration and planning focusing on utilizing benchmark-aligned resources.

Person Responsible: Chad Miller (camiller@volusia.k12.fl.us)

By When: PLC's have been established weekly beginning August 2023 until May 2024.

Provide professional learning, district workshops, and any other content specific workshops in the Focus Area during PLC's and ERPL's.

Person Responsible: Kerrie Brown (ksbrown1@volusia.k12.fl.us)

By When: Coaches will share opportunities for professional learning monthly beginning in August 2023 until May 2024.

Teachers will be provided the opportunity to observe model classrooms.

Person Responsible: Catherine Zeidwig (ckzeidwi@volusia.k12.fl.us)

By When: Coaches will share observation opportunities monthly beginning in September 2023 until May 2024.

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).

Deltona Lakes Elementary will utilize the following funds to support our Areas of Focus for the 2023-2024 school year.

*Title I Funds-Collaborative planning, tutoring, resources and materials--AOF 1 and 3

*SAC Funds-Resources and materials, student incentives, student awards--AOF 2

*??

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

Small Group Instruction: A method to reinforce or reteach specific skills and concepts through a reduced student-teacher ratio.

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

Small Group Instruction: A method to reinforce or reteach specific skills and concepts through a reduced student-teacher ratio.

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

K-48% scoring below 41%.
 1st- 51% scoring below 41%
 2nd-47% scoring below 41%

Grades 3-5 Measurable Outcomes

3rd-38% scoring below proficiency
 4th- 33% scoring below proficiency
 5th-51% scoring below proficiency

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.

1. Admin/Leadership Team will monitor/analyze data after district assessments, PM 1, PM 2 and iready data. Intentional instructional decisions will be made based in conjunction with teachers on the data for remediation. (ELA, Math & Science)
2. Increase walkthroughs specific to benchmark-aligned tasks and instruction including small group instruction in classrooms. This will ensure benchmark-aligned tasks and instruction utilizing resources. This includes general education classrooms as well as Support Facilitation groups. (ELA, Math & Science) Feedback will be provided.
3. Administration and coaches will meet weekly to analyze coaching support plans and data trends to plan next steps.
4. PLC's for collaboration and planning focusing on utilizing benchmark-aligned resources.
5. Teachers will be provided opportunities to observe model classrooms in ELA, Math and/or Science.
6. Provide professional learning, district workshops and any other content specific workshops in the Focus Area of Math during PLC's and ERPL's with a focus of small group instruction and remediation utilizing standards aligned district resources.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Miller, Chad, camiller@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?

Benchmark-aligned Instruction and small group instruction. Students will receive explicit instruction in small group differentiated by their individual needs daily using the Benchmark-aligned materials.

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?

Based on walkthrough data small group instruction was not utilized to fidelity in all grade levels. Teachers will increase small group instruction to 3-5 times per week, especially for students in the lowest quartile.

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
1. Admin/Leadership Team will monitor/analyze data after district assessments, PM 1, PM 2 and iredy data. Intentional instructional decisions will be made based in conjunction with teachers on the data for remediation. (ELA, Math & Science)	Miller, Chad, camiller@volusia.k12.fl.us
2. Increase walkthroughs specific to benchmark-aligned tasks and instruction including small group instruction in classrooms. This will ensure benchmark-aligned tasks and instruction utilizing resources. This includes general education classrooms as well as Support Facilitation groups. (ELA, Math & Science) Feedback will be provided.	Griffin, Tonya, tngriffi@volusia.k12.fl.us
3. Provide professional learning, district workshops and any other content specific workshops in the Focus Area of Math during PLC's and ERPL's with a focus of small group instruction and remediation utilizing standards aligned district resources.	Noga, Hope, chnoga@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.

Deltona Lakes Elementary will disseminate the School Improvement Plan in a variety of ways. The SIP will be shared with the School Advisory Council and input will be generated by stakeholders. Also, the SIP will be shared with faculty and staff at a faculty meeting with input generated. The SIP will be available for review in the front office by all stakeholders with an input form. The SIP will be posted on the DLE website electronically.

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))

Deltona Lakes Elementary will foster positive relationships with our families and community members in various ways. Deltona Lakes is in year 2 of our PBIS initiative. DLE has implemented House System based on the 7 habits of creating leaders. Our House System focuses on positive behavior and expectations. Our House system is shared with families which in turn can promote our positive initiative at home. Monthly celebrations are dedicated to the winning House. Students have opportunities to earn points for their House. In addition to the House system. DLE will host many family engagement activities that will focus specifically on fostering academics. For example, a math night make and take will take place. Also, we will conduct a Science Night to engage families in the science standards. This will allow the parents to learn a skill along with their child and take that skill home to continue to practice. Literacy

Week will be a major event culminating with a Literacy Night for parents and students. DLE will offer a Mentoring Program during the school day. DLE will also provide additional intervention/enrichment opportunities during the school day with parent support. Events and classroom activities are communicated in various ways such as our school website, school newsletter and school marquee. Our daily school news is viewable on youtube for our families as well. Our School Advisory Council meets monthly to address the needs of our school with stakeholders.

<https://deltonalakes.vcsedu.org/>

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. (ESSA 1114(b)(7)ii))

Deltona Lakes Elementary will strengthen academic programs in the school by incorporating intentional systems for implementation and monitoring of using benchmark-aligned instruction. Dedicated data analysis by the leadership team monthly to plan next steps and drive student success. Intentional walkthroughs by admin/leadership team to provide feedback on benchmark-aligned tasks and instruction. Dedicated PLC with ESE support facilitation teachers to analyze data trends.

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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$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