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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

The Deltona Middle School family is dedicated to the maximum growth of our students. By forming a partnership with our community, we create a caring and accepting environment for all. We rise to the challenge as we charge toward success.

Provide the school's vision statement

Create a school culture where collective efficacy and structured systems of support increase student achievement and influence positive student behavior.

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

Dr. Stephen Hinson

schinson@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Educational Leader

Building Supervisor

Safety and Security

Culture and Climate Control

Data Analysis

Leadership Team Member #2

Employee's Name

Mr. Jacob Cavey

jrcavey@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ESE Administrator

Leadership Team Member #3

Employee's Name

Ms. Tracy Buckner

tabuckne@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Data Administrator

Leadership Team Member #4

Employee's Name

Ms. Leontyne Mason

lsmason@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum Administrator

Leadership Team Member #5

Employee's Name

Ms. Arlene Keesee

aakeese@volusia.k12.fl.us

Position Title

ELA Instructional Coach

Job Duties and Responsibilities

Academic Support

Leadership Team Member #6

Employee's Name

Mrs. Krystal Merthie-Smith

kdmerthi@volusia.k12.fl.us

Position Title

Instructional Coach, Testing Coordinator

Job Duties and Responsibilities

Academic Support

Leadership Team Member #7

Employee's Name

Ms. LaRhonda Pride

lmpride@volusia.k12.fl.us

Position Title

ESE Teacher/Math

Job Duties and Responsibilities

Student Support

Leadership Team Member #8

Employee's Name

Ms. Victoria Senko

vbzenko@volusia.k12.fl.us

Position Title

Orchestra Teacher

Job Duties and Responsibilities

Student Support

Leadership Team Member #9

Employee's Name

Mrs. Jeanette DiCara

JRDicara@volusia.k12.fl.us

Position Title

Science Teacher

Job Duties and Responsibilities

Student Support

Leadership Team Member #10

Employee's Name

Mr. Burt McBryde

blmcbryd@volusia.k12.fl.us

Position Title

ESE Teacher/ELA

Job Duties and Responsibilities

Student Support

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 will impact the development of the SIP through bi-weekly meeting sessions as needed. The school will increase engagement with all stakeholders through social media, the website, FOCUS communication, daily school announcements, and community engagement surveys. The SAC will serve as a sounding board for ideas to help drive the School Improvement Plan.

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 continuous monitoring of the SIP will occur through biweekly SLT meetings. Additionally, all instructional personnel will conduct data analysis through one-on-one conversations, PLCs, and faculty meetings to identify the students with the greatest achievement gap based on data trends. SAC members will provide data through monthly meetings with various stakeholders. As the data evolves, we will reallocate our resources to meet the needs of students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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							385	365	389	1,139
Absent 10% or more school days							86	87	110	283
One or more suspensions							50	101	89	240
Course failure in English Language Arts (ELA)							26	6	4	36
Course failure in Math							31	3	2	36
Level 1 on statewide ELA assessment							82	94	72	248
Level 1 on statewide Math assessment							69	117	102	288
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							47	132	18	197
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							75	103	90	268

Current Year 2025-26

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							7	1	6	14
Students retained two or more times							2	0	3	5

Prior Year (2024-25) 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	
Absent 10% or more school days							106	121	135	362
One or more suspensions							52	87	109	248
Course failure in English Language Arts (ELA)							19	10	29	58
Course failure in Math							28	5	10	43
Level 1 on statewide ELA assessment							85	95	80	260
Level 1 on statewide Math assessment							84	112	121	317
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
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 (2024-25) 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							86	106	113	305

Prior Year (2024-25) 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								4	9	13
Students retained two or more times								2	4	6

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	52	58	47	48	53	35	44	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	57	54	59	53	51	56			
ELA Lowest 25th Percentile	55	49	52	54	47	50			
Math Achievement*	45	56	63	50	55	60	39	48	56
Math Learning Gains	48	56	62	58	61	62			
Math Lowest 25th Percentile	56	55	57	63	59	60			
Science Achievement	55	56	54	43	53	51	34	49	49
Social Studies Achievement*	72	69	73	65	69	70	52	67	68
Graduation Rate									
Middle School Acceleration	65	76	77	61	71	74	59	62	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	50	53	62	47	49	29	31	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	575
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	56%	42%	48%	47%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	34%	Yes	6	
English Language Learners	48%	No		
Asian Students	66%	No		
Black/African American Students	47%	No		
Hispanic Students	56%	No		
Multiracial Students	51%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%		57%	55%	45%	48%	56%	55%	72%	65%			69%
Students With Disabilities	18%		40%	44%	18%	47%	55%	23%	39%	24%			
English Language Learners	31%		49%	57%	29%	46%	60%	28%	63%	48%			69%
Asian Students	58%		63%		63%	68%				80%			
Black/African American Students	44%		56%	48%	35%	47%	43%	38%	62%	50%			
Hispanic Students	47%		54%	58%	38%	45%	58%	51%	70%	61%			77%
Multiracial Students	45%		61%	54%	40%	47%	58%	45%	58%				
White Students	63%		59%	55%	58%	50%	57%	66%	79%	71%			
Economically Disadvantaged Students	49%		56%	54%	38%	45%	51%	48%	64%	60%			69%

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	47%		53%	54%	50%	58%	63%	43%	65%	61%			62%
Students With Disabilities	17%		41%	42%	22%	50%	53%	35%	39%	47%			
English Language Learners	31%		48%	50%	39%	59%	65%	18%	53%	28%			62%
Asian Students	63%		69%		81%	88%							
Black/African American Students	38%		53%	44%	43%	61%	68%	29%	52%	71%			
Hispanic Students	42%		51%	55%	45%	55%	64%	35%	65%	52%			53%
Multiracial Students	50%		54%		50%	60%		54%	57%	45%			
White Students	54%		54%	56%	58%	57%	60%	55%	68%	67%			
Economically Disadvantaged Students	42%		50%	52%	47%	57%	61%	41%	61%	58%			63%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	35%				39%			34%	52%	59%			29%
Students With Disabilities	9%				17%			14%	28%				33%
English Language Learners	20%				26%			19%	34%	42%			31%
Asian Students	54%				77%								
Black/African American Students	26%				27%			27%	40%	60%			
Hispanic Students	31%				34%			32%	45%	56%			31%
Multiracial Students	41%				52%			31%	75%				
White Students	42%				47%			42%	60%	64%			
Economically Disadvantaged Students	32%				34%			30%	49%	56%			34%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	49%	53%	-4%	60%	-11%
ELA	7	58%	51%	7%	57%	1%
ELA	8	51%	52%	-1%	55%	-4%
Math	6	30%	50%	-20%	60%	-30%
Math	7	30%	34%	-4%	50%	-20%
Math	8	56%	56%	0%	57%	-1%
Science	8	55%	56%	-1%	49%	6%
Civics		69%	67%	2%	71%	-2%
Algebra		66%	49%	17%	54%	12%
Geometry		100%	61%	39%	54%	46%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

With an increase of about 12 percentage points, Science showed the most improvement. In the science department, there was an increase in strategic instructional planning through the usage of a common planning tool. There was consistency with walkthroughs and feedback from the overseeing administrator. The 8th-grade science team developed a plan for science remediation based on the areas where growth was needed. Additionally, the 8th-grade team received extra support from the district to help offset the vacancy in one of our classes. The other 8th-grade teachers supported that vacancy through the fidelity of instruction of the preplanned content in the Media Center. To incentivize our 8th-grade students, our supervising administrator instituted a Penda challenge.

Lowest Performance

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

The data components that showed the lowest performance were math proficiency and learning gains. Math achievement declined by five percentage points from 2024 to 2025. Likewise, math learning gains declined by 10 percentage points from last year. The contributing factors for the decline in those areas were classroom management, fidelity of instruction, and lack of collaborative planning.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was math overall. The contributing factors for the decline in those areas were classroom management, fidelity of instruction, and lack of collaborative planning.

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.

The data components that had the greatest gap when compared to the state average were math

achievement and learning gains. The contributing factors for the decline in those areas were classroom management, fidelity of instruction, and lack of collaborative planning.

EWS Areas of Concern

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

Based on the EWS data, our area of greatest concern is Students with Disabilities.

Highest Priorities

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

1. Students with disabilities
2. Math achievement
3. Staff development/recruitment and retention
4. Attendance
5. Student behavior

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Increase outcomes for students with disabilities. 2024-2025 data indicates that our SWD subgroup shows six consecutive years below 41% proficiency. Proficiency decreased by four percentage points from the previous year among our SWDs.

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.

Prior year data showed significantly low proficiency levels in ELA(18%), math(18%), and science achievement(23%) for SWDs. Our goal is to increase those three areas to 41 percent of students showing proficiency. Additionally, ELA learning gains and social studies achievement were just below the federal threshold with 40 and 39 percent respectively. State student data will reflect a minimum proficiency rate of 50% or more in all school grade components. Additionally, 90% of teachers will provide tasks that are aligned with content area benchmarks as evidenced by classroom walkthroughs and data chats.

Monitoring

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

Ongoing data from district and state assessments will be used to ensure that students are mastering grade-level benchmarks. The administration team and other instructional leaders will monitor teacher planning to include planned questioning, targeted tasks, collaboration, and benchmark alignment. This school year, we are building upon our efforts to provide a deeper understanding of basic pedagogical approaches since we have a high volume of teachers with less than five years of teaching experience. From there, teachers will be able to employ the techniques through deliberate practice.

Person responsible for monitoring outcome

Dr. Stephen Hinson

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:

-Provide explicit instruction aligned with the state benchmark. -The teacher provides tasks aligned to the benchmark and intended learning. -Questions to deepen understanding of the intended learning target. -Provide students with opportunities to collaborate. -Direct instruction through small groups. -Targeted tutoring and pull-out groups. -Administrative walk-throughs with timely feedback. -Strategic academic coaching/modeling for all teachers based on their needs. -Quarterly data chats to ensure teachers and counselors develop plans to increase student achievement. Data chats will occur with students as well to help them set personal goals.

Rationale:

These strategies isolate and address the needs of specific students based on the classroom, district, and state assessment data, as well as teacher observation and classroom performance.

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

Teacher planning

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Educational leaders will provide professional learning to establish expectations for teacher planning. Planning tools and examples will be provided for consistency and clarity. Teachers will be encouraged to submit lesson plans via the TEAMS folder(s). Walk-throughs will be conducted (based on a daily schedule) to ensure fidelity of learning is taking place based on district and school-wide expectations. Feedback will be provided to coaches and teachers.

Action Step #2

Walk-Throughs

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Informal and formal walkthroughs will be conducted on a daily basis (based on a preset admin schedule). Administrators and coaches will conduct informal calibration walks and debrief regarding the findings. Support tiers will be established based on each teacher's need(s). Teachers will be provided with ongoing support and feedback following each walkthrough.

Action Step #3

Data Chats

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

Monthly/Quarterly(as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Following district and state assessments, data chats will be conducted with teachers, academic coaches, and administrators. From there, teachers will be expected to develop intervention plans for students with various needs. Various instructional leaders will conduct data chats with students to help build foundational understanding and goal-setting practices.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Instructional Coaching, Intervention, Math, Professional Learning, Professional Learning Communities, Science, Small-group Instruction, Social Studies, Student Engagement

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.

Develop instructional practices related to data-driven pedagogical approaches for delivering content to diverse learners. Progress Monitoring data for math declined overall, with proficiency levels of 31 percent for 6th and 7th grade. Moreover, the 8th-grade students had a proficiency level of 57 percent -- just three percentage points shy of the 60 percent proficiency goal. While Progress Monitoring 3 data for ELA has improved across the board, 6th and 8th-grade students only reached a proficiency level of 50 percent -- ten percentage points below the school goal of 60 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.

State student data will reflect a minimum proficiency rate of 60% or more in the school grade components of math, ELA, and science. Civics will increase from 72% to 75%. Additionally, 90% of teachers will provide tasks that are aligned with content area benchmarks as evidenced by classroom walkthroughs. Likewise, instructional coaches will plan (80% of the PLC meetings) tasks-aligned

instruction with teachers as evidenced through weekly PLC notes.

Monitoring

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

Ongoing data from district and state assessments will be used to ensure that students are mastering grade-level benchmarks. The administration and leadership will monitor teacher planning to include planned questioning, targeted tasks, engagement strategies, collaboration, and benchmark alignment.

Person responsible for monitoring outcome

Dr. Stephen Hinson

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:

Provide explicit instruction aligned with the state benchmark. The teacher provides tasks aligned to the benchmark and intended learning. Questions to deepen understanding of the intended learning target. Provide students with opportunities to collaborate. Direct instruction through small groups.

Rationale:

These strategies isolate and address the needs of specific students based on classroom, district, and state assessment data, as well as teacher observation and classroom performance.

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

Walkthroughs

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

Daily based on schedule

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Informal and formal walkthroughs will be conducted daily (based on a preset admin schedule). Administrators and coaches will conduct informal calibration walks and debrief regarding the findings. Support tiers will be established based on each teacher's need(s). Teachers will have ongoing support and feedback following each walkthrough.

Action Step #2

Coaching cycles

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

On-going/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Support will be allocated based on a tiered level of support to staff as needed, with consideration to student data.

Area of Focus #3

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Other: School Culture

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.

Assimilate a culture of positive behavior systems that provide additional support to teachers to maintain a successful learning environment that supports student achievement, promotes student engagement, and increases attendance.

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.

We achieved our goal of decreasing the percentage of students chronically absent to 25 percent -- a decline of 10 percentage points from the previous year. However, we need to integrate positive behavior intervention systems to pull in a quarter of our student population. Moreover, upon reviewing our discipline data, we see that 151 of the chronically absent students accounted for about 52 percent of our referrals.

Our goal is to decrease the percentage of students chronically absent from 25 percent to 15 percent to help build a positive culture with improved attendance, behavior, and course performance.

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.

This data will be monitored monthly via the attendance clerk printing attendance reports to be sent home and for submission to the guidance team and social worker. Monitoring will also take place

through teachers and grade-level teams reporting irregularities in attendance patterns to administrators as observed. Deltona Middle will align our strategies with the districtwide attendance campaign. Students and teachers will be recognized through reward systems put in place by the school. As we compare the list of those who are receiving referrals to those who are chronically absent, we will implement strategic interventions.

Person responsible for monitoring outcome

Dr. Stephen Hinson

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:

MTSS and PBIS will be used as intervention strategies to improve student attendance and behavior.

Rationale:

PBIS reinforces desirable student behaviors through positive reinforcement. Students can earn PBIS points in individual classes as well as overall school attendance. Students and teachers OR students and administration/counselors may implement attendance contracts that result in students earning additional PBIS points for improved attendance. MTSS data will be used to target students at risk of becoming chronically absent and to begin receiving intervention strategies.

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

Record Keeping and Reporting of Absences

Person Monitoring:

Dr. Stephen Hinson

By When/Frequency:

Daily, weekly, monthly, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will use the FOCUS system to document attendance and communicate with students and parents. Additionally, teachers will motivate students through positive classroom interactions. 2. The attendance clerk will run reports, send letters, and communicate with appropriate staff 3. School counselors will meet with students to develop plans for increasing attendance, behavior, and course performance 4. Social Worker will make contact with families and develop a plan of action to improve attendance 5. A school-based chronic absenteeism committee will meet to develop interventions for absenteeism 6. All school-based stakeholders will participate in the PBIS by awarding students and teachers with incentives for improving attendance, behavior, and course performance 7.

Administrators will monitor attendance, behavior, and course performance to provide feedback as needed; provide professional learning opportunities; and promote a positive climate and culture for all.

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.

The SIP will be available online at deltonams.vcsedu.org. Beyond the website, FOCUS communication will be sent to stakeholders outlining the SIP goals and progress quarterly. During the SAC meetings, stakeholders will be allowed to review the SIP goals and provide feedback. Additionally, parents/guardians will provide input for ongoing SIP monitoring. Pertinent information will be communicated to all stakeholders through weekly school messages.

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)).

The school will build positive relationships through our community partnerships, SAC meetings, and family engagement nights, i.e., Open House, Hispanic Heritage, Black History Program, Science Night, Math Night, Literacy Night, etc.

Deltona Middle's webpage: deltonams.vcsedu.org/school-information/title-i-information.

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)).

The bell schedule for the 2025-2026 school year will be similar to last year's. However, extra minutes were added to the 1st and 7th periods to allow for more instructional minutes. We will continue to have smaller core class sizes with a focus on strategic placement based on learning needs. Additionally, we require PLC collaboration for effective planning purposes. Additionally, we are continuing to develop pedagogical approaches through professional learning opportunities.

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)).

As far as nutrition is concerned, all students qualify for and are encouraged to participate in our free breakfast and lunch programs. At Deltona Middle, our school supports violence prevention through the implementation of PBIS, Restorative Practices, mentoring initiatives, and CHAMPs.

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)).

Teachers and staff have been trained regarding Youth Mental Health First Aid and Threat Management. All students have access to their grade-level counselors for day-to-day needs regarding attendance, behavior, and course performance. The school-based threat assessment team is on stand-by for threat management circumstances. When deeper interventions are needed, the school-based counselors submit referrals for the district mental health team to work with students, and we have personnel housed on campus. There are a few mentoring opportunities for students through school-based organizations and community partnerships like Food Brings Hope's Teen Zone. We are continuing our efforts to maximize opportunities to pull more students into the building through our extracurricular clubs and sports.

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)).

All students are encouraged to maximize their academic success by taking high school credit courses in Spanish and math (if they have completed the necessary prerequisite courses). All incoming 6th-grade students are informed of the possibility of taking high school courses and college courses at the middle school level during our registration night in the Spring. Our school counselors connect with students and their parents to invite them to take the Postsecondary Education Readiness Test when it becomes available. From there, students who complete the high school credit course(s) take the PERT, and they are enrolled in online college-level courses through Daytona State College. Daily, students are reminded that middle school is the foundation for learning, and how they perform at this level will indicate their future success.

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)).

Based on our Early Warning System data, we can intervene to assist students who require intense interventions. Our school has implemented the Multi-Tiered System of Supports to address the academic, behavioral, and social needs of our diverse students. We have developed an MTSS team to review the list of students, establish an action plan for interventions, and monitor the progress of those who may be exhibiting negative outcomes. We task the teachers with gathering data for a four to six-week period once the students have been identified through the list and/or any rising concerns. From there, the evidence is reviewed by the social worker, school psychologist, and school-based team to determine what if any additional supports are needed.

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)).

Deltona Middle makes full use of our resources through our School Leadership Team. We meet bi-weekly to determine current trends in data and the needs of our classroom teachers. We use those sessions to help generate ideas for upcoming professional learning sessions through subject-area/grade-level planning, Early Release Professional Learning, etc. With the change in administration and instructional personnel of the last three years, we have made it our mission to focus on data-informed practices and ensuring our teachers understand basic pedagogical approaches. As we recruit instructional personnel, we conduct in-depth interviews with multiple administrators, focusing on interview questions that align with the school's mission and vision. Our onboarding process provides support for teachers who are new to Deltona Middle from day one. They are partnered with mentor teachers and receive support from school-based and district leaders throughout the school year.

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)).

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

Our academic coaches, intervention teachers, administrators, and department leaders are in close communication with district leaders to support teachers with fidelity of instruction thus impacting success for learning. Each department has worked with the district to develop plans of intervention and data analysis.

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).

Moving forward, we know that our areas of greatest need are our students with disabilities, since they are below the 41 percent federal index for the 6th year. Additionally, we will focus on increasing proficiency in math for students who are entering 7th and 8th grade. Similarly, we will continue to tier support for teachers since three of our tested areas (ELA, math, and science) have a significant number of new teachers. There will be an emphasis on ongoing progress monitoring of our SWDs and ensuring every student is making learning gains. Following district and state assessments, our academic leaders will convene to analyze data and plan supports for classroom teachers.

Administrators, academic coaches, department leads, and intervention teachers will conduct quarterly academic chats with teachers to help them identify how they will support their students through data-driven instructional practices. Teachers will be tasked with conducting weekly data chats with their students to help maximize students' understanding of the importance of completing benchmark-based tasks that prepare them for their district and state assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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