

Volusia County Schools

DELTONA HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 26
- V. Title I Requirements (optional)..... 29
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Deltona High School, our mission is grounded in four core pillars that guide our commitment to student achievement and continuous improvement. These pillars reflect the collective responsibility of all stakeholders: utilizing data-informed decision-making, providing equitable access to standards-aligned instruction, ensuring every student graduates within four years or less, and preparing all students to be college and/or career ready upon graduation. These foundational principles have guided the work of Deltona High School for the past several years and continue to shape our instructional practices, operational decisions, and collaborative efforts to support the success of every student.

Provide the school's vision statement

.In alignment with the Volusia County Schools mission of "Creating lifelong learners prepared for an ever-changing global society," Deltona High School is committed to fostering a culture of excellence, high expectations, and continuous growth. Rooted in a strong tradition and meaningful partnerships with our community, our dedicated staff cultivates positive relationships with students, families, and stakeholders while providing equitable learning opportunities that promote academic achievement. Through collaboration, perseverance, and a shared commitment to excellence, Deltona High School prepares every student to succeed in college, career, and life.

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. Christina Lapnow

cclapnow@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversee Deltona High School as a whole and ensure that all faucets are operating at full capacity. Dr. Lapnow shares the vision of the school and delegates tasks as needed and focuses on specialty areas of all stakeholders.

Leadership Team Member #2**Employee's Name**

Gene Franks

erfranks@volusia.k12.fl.us

Position Title

Assistant Principal Curriculum

Job Duties and Responsibilities

Gene oversees all things curriculum, professional development, and instructional practice at Deltona High School. He ensures all teachers are equipped and prepared to deliver instructional material to the students day in and day out.

Leadership Team Member #3**Employee's Name**

Julie Gardner

jgardner@volusia.k12.fl.us

Position Title

Assistant Principal Data

Job Duties and Responsibilities

Julie does all the master scheduling, data analysis, and works with the counseling team to ensure graduation is on track. Julie ensures all students are on track for CCA and have all credits for graduation in whichever track they choose.

Leadership Team Member #4**Employee's Name**

Kevin Clark

kdclark@volusia.k12.fl.us

Position Title

Assistant Principal ESE

Job Duties and Responsibilities

Kevin ensures all students get a free and appropriate education at Deltona High School. He ensures compliance for all IEP's and works with ESOL to ensure all teachers differentiate instruction to accommodate all individuals.

Leadership Team Member #5**Employee's Name**

Jackie Johnson

jajohns3@volusia.k12.fl.us

Position Title

Assistant Principal Discipline

Job Duties and Responsibilities

Jackie oversees all things discipline, facilities, and athletics at Deltona High School. Jackie ensure relationships are at the top of the list and that the climate and culture are in check daily. He also ensure safety is in compliance.

Leadership Team Member #6**Employee's Name**

Jason Baker

jbaker@volusia.k12.fl.us

Position Title

Academic Coach Bio

Job Duties and Responsibilities

Jason oversees the US History and Bio PLC. He attends all and pulls data to ensure data driven decisions and had to grow in the learning realm.

Leadership Team Member #7**Employee's Name**

Heather Henderson

hhhender@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Ensures all things ELA and Reading are in compliance and PLC lead. Heather also leads professional development for new teachers and runs coffee talks.

Leadership Team Member #8

Employee's Name

Sydney Burdette

smhendri@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Ensures all things ALG and GEO are running smoothly. PLC lead along with professional development creator.

Leadership Team Member #9

Employee's Name

Kelley Daly

kadaly@volusia.k12.fl.us

Position Title

Testing Coordinator

Job Duties and Responsibilities

Ensures all student have the opportunity to take their tests throughout the school year. Pulls reports as needed for CCA and works with CTE facilitator to coordinate student success.

Leadership Team Member #10

Employee's Name

Keith Wallace

kwallace@volusia.k12.fl.us

Position Title

CTE Facilitator

Job Duties and Responsibilities

Ensures all thing CTE are in compliance and CCA numbers are in check. Works directly to ensure students leave Deltona High college and career ready

Leadership Team Member #11

Employee's Name

Jennifer Lupica

jlupica@volusia.k12.fl.us

Position Title

Cambridge Coordinator

Job Duties and Responsibilities

Ensure all thing AICE and Cambridge are in compliance. Works with testing coordinator to ensure all students test and have opportunity to receive college credits.

Leadership Team Member #12

Employee's Name

Richard Scott

rlscott@volusia.k12.fl.us

Position Title

Counseling Director

Job Duties and Responsibilities

Oversees school counseling department and keep a consistant monitor of the senior data tracker.

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 actively engage students, families, staff, business partners, and

community stakeholders in the school improvement planning process by providing multiple opportunities for meaningful feedback. The initial School Improvement Plan will be shared on the school's website and social media platforms to encourage public review and input. Additionally, the School Advisory Council will continue to review the plan during its monthly meetings, providing ongoing feedback and recommendations throughout the school year to ensure continuous monitoring, stakeholder engagement, and alignment with the school's improvement goals.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan serves as a guiding document and will be reviewed regularly during School Advisory Council and a mid-year meeting, as well as other leadership and collaborative planning sessions throughout the school year. The Mid-year review process provides a structured opportunity to monitor progress toward identified school improvement goals by analyzing current data, reviewing implementation of action steps, celebrating areas of success, and identifying opportunities for continuous improvement. This ongoing cycle of review ensures that strategic decisions remain data-informed and that next steps are clearly defined to support student achievement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	86.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		116	109	91	316

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	59	62	61	54	59	56	51	55
Grade 3 ELA Achievement									
ELA Learning Gains	64	59	59	71	57	58	67	56	57
ELA Lowest 25th Percentile	66	58	55	66	57	56	69	55	55
Math Achievement*	45	53	52	42	53	49	39	45	45
Math Learning Gains	42	47	45	43	48	47	46	51	47
Math Lowest 25th Percentile	36	44	44	42	46	49	44	53	49
Science Achievement	85	82	74	79	79	72	77	73	68
Social Studies Achievement*	76	78	76	79	76	75	79	69	71
Graduation Rate	99	96	94	100	95	92	100	93	90
Middle School Acceleration									
College and Career Acceleration	91	73	74	88	67	69	95	66	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	52		52	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						67%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						671
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						99%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	67%	67%	62%	59%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	60%	No		
Asian Students	65%	No		
Black/African American Students	69%	No		
Hispanic Students	66%	No		
Multiracial Students	65%	No		
White Students	70%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGR
All Students	64%		64%	66%	48%	42%	36%	85%	76%		99%	91%	
Students With Disabilities	32%		52%	51%	25%	21%	25%	65%	51%		94%	70%	
English Language Learners	40%		57%	63%	42%	32%		66%	56%		100%	83%	
Asian Students	78%		69%		63%	25%		92%					
Black/African American Students	64%		70%	72%	43%	38%		82%	68%		98%	90%	
Hispanic Students	61%		62%	63%	47%	41%	32%	84%	77%		99%	90%	
Multiracial Students	77%		71%		45%	25%		100%	70%				
White Students	66%		64%	69%	50%	48%	47%	86%	81%		99%	92%	
Economically Disadvantaged Students	61%		63%	60%	44%	37%	35%	82%	74%		99%	91%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGR
All Students	61%		71%	66%	45%	43%	42%	79%	79%		100%	88%	65%
Students With Disabilities	26%		52%	51%	34%	32%	36%	50%	53%		100%	65%	
English Language Learners	32%		57%	56%	24%	18%	19%	70%	46%		100%	92%	65%
Black/African American Students	52%		65%	66%	42%	22%		65%	63%		100%	90%	
Hispanic Students	61%		71%	65%	41%	43%	40%	79%	75%		100%	86%	66%
Multiracial Students	55%		78%		33%			79%	100%		100%	94%	
White Students	67%		73%	70%	55%	53%	63%	87%	88%		100%	92%	
Economically Disadvantaged Students	56%		70%	63%	40%	38%	39%	76%	76%		100%	85%	62%

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	56%		67%	69%	39%	46%	44%	77%	79%		100%	95%	60%
Students With Disabilities	27%		55%	66%	11%	27%	39%	50%	39%		100%	86%	45%
English Language Learners	31%		65%	59%	25%	40%	47%	57%	53%		100%	90%	60%
Black/African American Students	37%		58%	65%	34%	52%	48%	65%	74%		98%	90%	
Hispanic Students	58%		67%	65%	36%	44%	51%	77%	76%		100%	95%	60%
Multiracial Students	56%		74%		50%	50%		92%			100%	100%	
White Students	60%		70%	76%	43%	46%	24%	81%	86%		100%	97%	
Economically Disadvantaged Students	52%		66%	67%	37%	46%	47%	72%	76%		100%	94%	59%

Page 18 of 35

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	61%	56%	5%	60%	1%
ELA	10	67%	59%	8%	61%	6%
Biology	9	96%	97%	-1%	87%	9%
Biology	10	77%	67%	10%	60%	17%
Algebra	9	53%	50%	3%	41%	12%
Algebra	10	35%	33%	2%	31%	4%
Geometry	9	69%	70%	-1%	75%	-6%
Geometry	10	42%	46%	-4%	40%	2%
Geometry	11	17%	25%	-8%	26%	-9%
History	11	77%	75%	2%	75%	2%
History	12	43%	49%	-6%	56%	-13%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The data component that showed the biggest gain was our Biology department. Raising scores by a total of 10 percent proficient points from a 77 to an 87 percent proficient. This was closely monitored and active PLC was present along with monthly monitoring for DIA scores.

Lowest Performance

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

Our Algebra numbers were the lowest at a 35 percent proficiency rate. However they are 4 points over the state level and 2 points over the district average. We are going to be putting a heavy emphasis in our math department this year implementing WTI strategies and intervention support.

Greatest Decline

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

Our geometry numbers were the lowest and showed a decrease from the previous year by 8% proficiency. The scores went from 46 to 42 in the 10th grade cohort for a 4 point drop and 4% lower than the state average. The 11th grade cohort dropped 8% from the state and only carried a 25% proficiency rate.

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.

Our biggest gap was with a large increase in our Biology scores which an effective and collaborative PLC was a huge influence in getting the scores 10 points over the state. However, our geometry numbers were 8 points below the state and we are going to be putting additional supports in to ensure this is not the case next year.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

Our focus is on Math and achievement rates along with the LQ students pushing through for learning gains. Deltona High will continue to push into classrooms utilizing instructional coaches and administration to ensure consistency and intervention. Deltona High has a push this year for administration to get into 1 classroom per day to get a gauge on instructional transparency.

A focus on ELA achievement will also be prevalent utilizing coaching and administration pushing into classrooms. Common planning has been implemented and a reading coach is assigned to work with PLC along with administrative support.

We will be implementing WTI in both Math and ELA.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

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.

Our first focus is regarding achievement data regarding math. For the 25-26 school year Deltona High Students achieved a proficiency rating of 45 and this is an increase from the previous year of a 42 and still needing improvement.

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.

The School Leadership Team has established a goal of achieving 50% proficiency on the Algebra and Geometry End-of-Course (EOC)/FAST assessments. This target represents a realistic yet ambitious expectation based on current student performance data and reflects our commitment to improving student achievement in mathematics. Attaining this goal will require the consistent implementation of standards-aligned instruction, highly effective classroom teachers, ongoing instructional coaching, and embedded daily progress monitoring to inform instructional decisions and interventions. To achieve the 50% proficiency target, the school must increase student performance on PM3 assessments by five percentage points, from the current proficiency rate of 45% to 50%.

Monitoring

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

Increasing student proficiency requires a collaborative effort among classroom teachers, instructional coaches, administrators, district specialists, students, and families. Together, stakeholders will ensure students receive high-quality, standards-aligned instruction, benchmark-aligned learning tasks, and timely interventions based on individual student needs.

Instructional coaches will support mathematics teachers through data analysis, instructional planning, and standards-aligned practices. Key strategies include targeted small-group instruction for students

with disabilities (SWD), English language learners (ELL), migrant students, and other identified learners, along with common planning time and weekly Professional Learning Community (PLC) meetings to monitor student progress and strengthen instructional practices.

Person responsible for monitoring outcome

Julie Gardner

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:

Instruction is supported through the consistent implementation of the BIG-M framework, updated Algebra instructional resources, and structured common planning time for PLC collaboration and lesson development. Khan Academy is utilized to provide targeted remediation and intervention for students. Additionally, the Geometry PLC has implemented Thinking Classrooms to strengthen instructional practices and promote deeper student engagement and mathematical thinking.

Rationale:

Common planning time is essential for Algebra and Geometry teachers, providing opportunities to collaboratively develop effective lessons and benchmark-aligned tasks. The Math Coach supports PLCs through weekly collaboration focused on analyzing student data by teacher and class period, strengthening lesson planning, providing targeted instructional feedback, and ensuring instruction remains aligned with academic benchmarks.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

The Algebra and Geometry teams will participate in weekly PLC meetings facilitated by the Math Coach to strengthen standards-aligned instruction, lesson planning, and benchmark-based student tasks. PLCs will focus on analyzing upcoming benchmarks, utilizing instructional resources, and enhancing progress monitoring practices. In collaboration with the administrative team, teachers will use attendance and academic data to identify at-risk students and implement targeted interventions to support success in EOC mathematics courses and statewide assessments.

Person Monitoring:

Julie Gardner

By When/Frequency:

Weekly

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

Student assessment data, including diagnostic, formative, and summative assessments, will be regularly analyzed to guide instructional decisions, identify student needs, and develop targeted intervention strategies. Data discussions and individual student data chats will be used to personalize support and monitor progress.

Instruction will be strengthened through the integration of content-specific literacy strategies, including academic vocabulary development, to ensure students have access to essential mathematical concepts and terminology. Support Facilitation teachers will participate in weekly PLC meetings to collaborate on instructional planning and share strategies to support students with disabilities (SWD), while ESOL support will be provided as available to assist English Language Learners.

The Math Coach will provide daily push-in support within Algebra and Geometry classrooms to reinforce standards-aligned instruction, model effective practices, and provide timely instructional feedback.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

After reviewing the data from the previous years Deltona High School students have brought their proficiency levels up from the 25-26 school year up by 4 points from a 61 to a 65 percent proficiency. Our lower 25% students stayed at a 66%. Deltona High is looking to increase proficiency levels in ELA student in 9th and 10th grade cohorts with a focus on the lower quartile students.

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.

The School Leadership Team has established a goal of increasing ELA proficiency to 67% on the 9th and 10th grade FSA/FAST assessments. This represents a two-percentage-point increase from the current proficiency level of 65%. Achieving this goal requires a continued focus on high-quality, standards-aligned instruction, consistent progress monitoring, and data-driven instructional practices embedded within daily classroom routines. Additionally, targeted support will be provided to LQ students with the goal of increasing proficiency by four percentage points, moving from 66% to 70%.

Monitoring

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

Improving student outcomes requires a collaborative effort among classroom teachers, instructional coaches, administrators, district specialists, students, and families. This partnership ensures students receive high-quality, standards-aligned instruction, engage in meaningful benchmark-aligned tasks, and receive timely interventions based on individual needs. The ELA Coach will provide direct support to ELA and Reading teachers by strengthening instructional practices, aligning resources with standards, and supporting data-driven decision-making. Key strategies include analyzing district assessment data, implementing targeted small-group instruction for students with disabilities, English Language Learners.

Person responsible for monitoring outcome

Heather Henderson

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:

ELA and Reading classrooms will consistently utilize instructional resources such as Achieve 3000 and REWARDS to strengthen literacy development and support student growth. Teachers will have access to updated standards-aligned materials and resources to enhance instruction. Common planning time will be utilized for PLC collaboration, lesson development, and data-driven instructional planning. Additionally, Khan Academy and HMH Writable will support targeted remediation and intervention efforts to address individual student learning needs.

Rationale:

Common planning time is essential for ELA 9, ELA 10, and Reading teachers, providing opportunities to collaboratively develop effective lessons and benchmark-aligned tasks. The ELA Coach supports this process through active PLC participation and weekly collaboration focused on analyzing student data by teacher and class period, strengthening lesson planning, providing targeted instructional feedback, and ensuring alignment with academic standards

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

The ELA and Reading teams will participate in weekly PLC meetings facilitated by the ELA Coach to strengthen instructional practices and support student achievement. PLC sessions will focus on analyzing current and upcoming benchmarks, utilizing standards-aligned resources, developing effective lesson plans and student tasks, and enhancing progress monitoring practices to guide instructional decisions.

Person Monitoring:

Dr. Christina Lapnow

By When/Frequency:

Weekly

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

Student assessment data, including diagnostic, formative, and summative assessments, will be collaboratively analyzed with teachers to guide instructional decisions and develop targeted intervention strategies. Data discussions and individual student data chats will be used to personalize support and address specific learning needs.

Instruction will be strengthened through the integration of content-specific reading and comprehension strategies, with an emphasis on academic vocabulary, ensuring all students have access to the terminology and concepts necessary for success.

Action Step #2

Integrate subject-specific reading and comprehension strategies, with an emphasis on academic vocabulary, to strengthen instruction and ensure all students have the necessary support and access to understand key terminology and concepts.

Person Monitoring:

Kevin Clark

By When/Frequency:

Weekly

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

Support Facilitation teachers will participate in weekly PLC meetings to collaborate on instructional planning and share strategies that support improved outcomes for students with disabilities. The ESOL paraprofessional will participate as availability permits to support English Language Learners. The ELA Coach will provide daily push-in support in 9th and 10th grade ELA and Reading classrooms to strengthen standards-aligned instruction and provide timely instructional feedback.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Deltona High School is committed to retaining highly effective teachers and ensuring content-area educators are supported within their respective areas of certification and expertise. Administration will collaborate with instructional coaches to provide ongoing classroom support focused on effective instructional strategies, classroom management practices, and strengthening standards-aligned instruction. Through coaching, professional learning, and collaborative support, the school will continue to build teacher capacity and promote a culture of continuous growth.

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.

Deltona High School currently welcomes seven new to campus teachers and continues to actively work toward filling two remaining vacancies. During the previous school year, the school successfully supported eight new teachers through a structured transition process that paired them with veteran educators to strengthen instructional practices, classroom management strategies, and overall teacher effectiveness. These collaborative supports will continue to be utilized to promote teacher retention, build instructional capacity, and ensure new educators have the resources needed for success.

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.

Deltona High School will provide consistent administrative support and establish collaborative PLC structures to strengthen teacher development within each content area. Through ongoing collaboration, professional learning, and instructional support, teachers will continue to build content knowledge, refine instructional practices, and improve student outcomes.

Person responsible for monitoring outcome

Gene Franks

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:

The New Teacher Academy, Teacher Mentor Program, and school-specific professional development opportunities will serve as key supports in developing and retaining effective educators. These initiatives will provide ongoing guidance, collaboration, and professional learning opportunities to strengthen instructional practices, build teacher capacity, and support continued growth throughout the school year.

Rationale:

Continued support for teachers will be provided through structured PLC collaboration and ongoing administrative support. These opportunities will promote professional growth, strengthen instructional practices, and ensure teachers have the resources and guidance needed to support student success.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Deltona High School will continue to foster a positive school culture and supportive professional environment through targeted professional development opportunities. These efforts will strengthen collaboration, build staff capacity, and promote a culture of continuous growth and excellence.

Person Monitoring:

Dr. Christina Lapnow/Gene Franks

By When/Frequency:

Weekly

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

Monthly Recognitions and Celebrations:

Deltona High School will recognize and celebrate the accomplishments of students, staff, and school community members through initiatives such as Spirit of the Month, Newcomer of the Month, Classroom of the Month, Teacher of the Month, and Staff Member of the Month. Additionally, the school will acknowledge cultural heritage months, health awareness initiatives, and special events throughout the year to promote inclusivity, appreciation, and a positive school culture.

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.

dhsolves.com

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 Deltona High School School Improvement Plan will be made accessible to stakeholders through multiple communication platforms, including the school website (dhsolves.com), social media channels (Facebook and X), and printed copies available upon request in the front office. Parents and families will be informed of these access points through School Messenger notifications, emails, Parent Square, and text message communications to ensure all stakeholders have opportunities to review and provide feedback on the plan.

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)).

All stakeholders will have opportunities to provide input and feedback on the School Improvement

Plan through multiple engagement platforms. A school input QR code will be shared on the Deltona High School website (dhswolves.com) and social media platforms to encourage participation. Parents and families will receive School Messenger notifications, emails, Parent Square, and text messages outlining opportunities to provide feedback throughout the school year. Additionally, stakeholders will be invited to participate in School Advisory Council meetings to support ongoing collaboration and continuous improvement efforts.

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)).

With the support of Academic Coaches and active collaboration from school administration, Deltona High School will continue conducting weekly meetings focused on state tested subject areas. School leaders will monitor student performance data, ensure instruction remains aligned with academic benchmarks, and collaborate with district specialists to provide additional instructional support. Through appropriate course placement, increased academic rigor, and consistent accountability measures, the school will work to improve student proficiency and achievement on EOC assessments.

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)).

The Deltona High School counseling team is committed to supporting students' academic, social, and emotional needs by providing resources and individualized assistance when needed. In collaboration with the on-campus mental health therapist, counselors meet with students throughout the school day to address a variety of concerns and connect students and families with appropriate resources. The school's dedicated parent liaison provides additional support for students experiencing homelessness and their families by assisting with essential needs and connecting them to available services. Additionally, district provided mental health awareness resources and videos are utilized throughout the school year to promote student wellness and awareness.

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)).

Students at Deltona High School collaborate with their school counselors to explore post-secondary opportunities and develop individualized plans for life after graduation. The school supports college and career readiness through campus visits, military presentations, college and career events, and access to rigorous academic opportunities, including Advanced Placement, AICE, and dual enrollment courses. Additionally, transition services are provided for students with disabilities to support the development of career readiness skills and successful pathways beyond high school.

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)).

The Conduct Management Office collaborates with students, staff, and stakeholders to maintain a safe, supportive, and secure learning environment. Clear behavioral processes and intervention

systems are utilized to address student needs and promote positive outcomes. The Dean of Student Discipline works closely with the administrative team, School Guardian, and School Resource Deputy to ensure consistent implementation of expectations and appropriate responses. The MTSS/PBIS framework will continue to support student success, with Problem-Solving Teams utilized for students requiring additional behavioral, attendance, or academic interventions.

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)).

In addition to district provided professional development, Deltona High School will offer targeted, school based professional learning opportunities designed to meet the specific needs of faculty and staff. These opportunities will support all team members, including paraprofessionals, clerical staff, new teachers, and veteran educators, by promoting continuous growth, enhancing job specific skills, and strengthening instructional and professional practices 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)).

Deltona High School offers a Pre-K program that serves approximately 12 students, providing early learning opportunities and supporting the development of foundational academic and social skills.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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