

Volusia County Schools

DELTONA LAKES ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

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. Chad A. Miller

Camiller@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Chief communicator

Facilitator of faculty

Recruitment and retention of teachers

Plan and organize staff events.

Leadership Team Member #2

Employee's Name

Mrs. Tonya Griffin

tngriffi@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Lead PBIS

Monitor student with disabilities submissions

Evaluated and guide teachers

Leadership Team Member #3

Employee's Name

Christina Marerro

crmarrer@volusia.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline

MTSS

Testing

Leadership Team Member #4

Employee's Name

Johanna Cosentino

jvcosent@volusia.k12.fl.us

Position Title

ELA intervention

Job Duties and Responsibilities

Intervene and monitor ELA data. Focusing on bubble and LQ students to make progress.

Leadership Team Member #5

Employee's Name

Dr. Jennifer Diallo

Jmdiallo@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Leader teacher PLCS

Focus on Fifth grade science

Plan and organize events

Offer coaching support to teachers

Collaborate with teachers.

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

Cathy Zeidwig

ckzeidwi@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

PLC with grade levels

Leader of SIPPS

MTSS

Testing

Focus on 3rd grade ELA

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

Theresa Aranyosi

traranyo@volusia.k12.fl.us

Position Title

Math Intervention

Job Duties and Responsibilities

Work with students that are bubble or LQ

Focus on the math components

Pull instructional groups during intervention.

Leadership Team Member #8**Employee's Name**

Elizabeth Brumley

eebrumle@volusia.k12.fl.us

Position Title

Intermediate teacher

Job Duties and Responsibilities

Focus on making a safe learning environment for students.

Leadership Team Member #9

Employee's Name

Kelly Treadaway

katreada@volusia.k12.fl.us

Position Title

Primary Teacher

Job Duties and Responsibilities

Inspire young minds to keep learning.

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.

School advisory council meets monthly and is given multiple opportunities to give feedback to the sip. The SIP goals and data is presented at the committee. At the school advisory council we were able to discuss our goals for the school, our data from the school and progress that has been made throughout the year. Each month stakeholders met afterschool one day for a few hours and reviewed different parts of the school improvement plan. Members of the school leadership team were present at the meetings as well as other teachers that aren't typically members of the leadership team. Parents and business partners are a part of the team as well. The SAC meets monthly to discuss school goals and the progress we were making towards those goals. All three of the goals have some alignment to the previous years goals so the community and all stakeholders are aware.

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 SIP will be maintained monthly by one of the members of the school leadership team. Even if it is a review of previous data we will have heightened awareness of the goals of our school and progress towards them. We will use the state testing as well as the county testing that are quarterly to evaluate our progress towards goals one and two which are based on growth and or proficiency. For attendance data, we will use our student information system to check monthly on what our school attendance percentage is. The school will work with the stakeholders through parent nights as well as the school advisory committee to gain valuable feedback from stakeholders. We can revise the action steps of the plan and add more to our plan if we are not seeing enough success. Our school also may increase our goals if we see enough growth in the beginning that would indicate we need to increase our goals.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	56	99	122	133	105	101				616
Absent 10% or more school days	21	20	22	7	4	4				78
One or more suspensions		3	6	7	4	4				24
Course failure in English Language Arts (ELA)				4	2	2				8
Course failure in Math				1	1	8				10
Level 1 on statewide ELA assessment		16	24	45	2	25				112
Level 1 on statewide Math assessment		8	19	23	7	30				87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	14	8	7	6	14				55
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	6	14	24	5	15				70

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				13						13
Students retained two or more times										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
	K	1	2	3	4	5	6	7	8	
School Enrollment	114	122	118	111	114	136				715
Absent 10% or more school days	28	23	25	18	16	18				128
One or more suspensions	4	3	5		7	20				39
Course failure in English Language Arts (ELA)				12		5				17
Course failure in Math				7		4				11
Level 1 on statewide ELA assessment				4	19	31				54
Level 1 on statewide Math assessment		1		4	17	30				52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	17	34	21	13	16				110
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	9	7	18	6	22				65

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	60	60	62	55	56	59	56	55	57
Grade 3 ELA Achievement	65	61	61	55	58	59	62	56	58
ELA Learning Gains	56	63	63	59	57	60	48	57	60
ELA Lowest 25th Percentile	54	61	58	60	53	56	36	50	57
Math Achievement*	62	64	66	57	61	64	55	57	62
Math Learning Gains	50	65	64	46	62	63	49	59	62
Math Lowest 25th Percentile	45	54	50	38	50	51	41	46	52
Science Achievement	56	65	62	54	63	58	56	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				65		63		60	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	448
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	54%	52%	57%	46%	40%	

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	41%	No		
English Language Learners	46%	No		
Black/African American Students	54%	No		
Hispanic Students	53%	No		
Multiracial Students	66%	No		
White Students	58%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	65%	56%	54%	62%	50%	45%	56%					
Students With Disabilities	37%	35%	49%	48%	38%	50%	52%	17%					
English Language Learners	49%	53%	47%	38%	56%	41%	40%	42%					
Black/African American Students	63%	67%	55%		61%	45%	40%	50%					
Hispanic Students	58%	58%	54%	50%	59%	43%	41%	60%					
Multiracial Students	69%				62%								
White Students	59%	74%	56%	56%	66%	56%	53%	47%					
Economically Disadvantaged Students	58%	63%	58%	60%	56%	46%	48%	51%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%	55%	59%	60%	57%	46%	38%	54%					65%
Students With Disabilities	21%	23%	51%	56%	37%	48%	46%	28%					44%
English Language Learners	42%	33%	68%	77%	51%	50%	45%	33%					65%
Black/African American Students	62%		71%	64%	49%	48%	36%	35%					
Hispanic Students	49%	48%	55%	52%	57%	48%	48%	57%					64%
Multiracial Students	67%				67%								
White Students	57%	53%	57%	75%	58%	43%	28%	59%					
Economically Disadvantaged Students	54%	54%	60%	57%	57%	48%	43%	55%					67%

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%	62%	48%	36%	55%	49%	41%	56%					65%
Students With Disabilities	19%	21%	39%	41%	20%	30%	26%	27%					59%
English Language Learners	54%	68%	49%	29%	54%	51%	45%	38%					65%
Black/African American Students	55%	47%	54%		52%	42%		58%					
Hispanic Students	60%	71%	50%	35%	55%	50%	46%	52%					64%
Multiracial Students	71%		40%		64%	60%							
White Students	51%	50%	48%	47%	54%	49%	37%	60%					
Economically Disadvantaged Students	53%	58%	47%	35%	52%	48%	46%	55%					64%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	61%	5%	60%	6%
ELA	4	49%	58%	-9%	60%	-11%
ELA	5	65%	60%	5%	61%	4%
Math	3	65%	63%	2%	66%	-1%
Math	4	61%	66%	-5%	65%	-4%
Math	5	57%	62%	-5%	62%	-5%
Science	5	56%	64%	-8%	60%	-4%

III. Planning for Improvement

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

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

Most Improvement

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

There were multiple components that went up. The largest jump was 12 percent in 3rd grade ELA. The consistency of this team and solid core instruction were two factors that contributing. We also have a working walk to intervention that the team is doing well.

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 lowest component remains the math lowest quartile learning gains. The trends are it is coming up at a very slow pace. The factors are the above average ESE population and math intervention was weak.

Greatest Decline

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

ELA learning gains dropped just a few points. The previous school year was an all time high so it is difficult to maintain lowest quartile and learning gains in the 60s.

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 greatest gap is our lowest quartile math learning gains. It is our lowest overall component, it has come up but not enough. We will continue to work towards excellence in this category.

EWS Areas of Concern

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

Attendance is still a concern. with over one hundred students having missed 10 percent of the school year. Those students cannot learn if they are not here.

Highest Priorities

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

- 1.) Focus on learning gains for all students, with all students making learning gains this will also cause an increase in proficiencies.
- 2.) Continue to focus on our students with disabilities rising.
- 3.) Roll out of the new PBIS system that focuses on Individual incentives.

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.

The student population of SWD at Deltona Lakes is above most other elementary schools in Volusia nearing 30 percent. The school has historically struggled with ESE and lowest quartile. We have this year recieved the 41 percent which is the bare minimum for an ESSA subgroup. The team decided it is best to continue focusing on the students and meeting them where they are to move the school forward. John Hatties has the interventions for students with disabilities at an effect size of .77. We must continue to help these students on their path to success.

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 students with disabilities will continue to increase their performance as they have for the past few years. The school finished with a 41 exactly in that subgroup. Our goal is to increase that to a 45% or greater this year.

Monitoring

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

In order to monitor this subgroup ESE teachers need to have frequent conversations as well. After each county and state test the team will meet to discuss growth and proficiency percentages.

Person responsible for monitoring outcome

Dr. Chad A Miller

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:

In order to improve the overall score and trajectory of our ESE population we must take into consideration the use of response to intervention. Through response to intervention it will require the following action steps: 1.) Establishing routine of looking at data. 2.) Support facilitation teachers will have individual goals 3.) more closely monitor the data specific to students with disabilities 4.) look into the service models to ensure proper placements 5.) Support facilitation and general education teachers will provide students with more opportunities and multiple exposures to the curriculum 6.) Support facilitation will take a bigger role in communication and collaboration 7.) Create opportunities for professional development.

Rationale:

According to John Hattie's research, response to intervention is done correctly can have a 1.29 effect size for a student. Due to the fact that a majority of our ESE population is more than a grade level behind this is the best way to fill the gap. The key word is correctly; we believe with the changes for the intervention team we will be able to more closely monitor the work.

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

Scheduling of collaborative time

Person Monitoring:

Cathy Connell

By When/Frequency:

1st week of school

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

ESE grade chair will look for times after each of the testing increments will make a schedule on Wednesdays.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

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.

According to John Hattie's research intervention is 1.07 effect size which is one of the greatest impacts for students and the students can make over a year of growth if things are done properly. Our school has historically struggled with learning gains as well as learning gains in the lowest quartile.

Targeted interventions will help those students be more successful. With targeted interventions in ALL grade levels we will see improvements in the outcomes of our 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.

It is important that each of our components related to gains all grow this year. The school plans for ELA learning gains to go back up to over 60%. ELA learning gains will go up from a 56 percent to 62 percent or higher and the ELA lowest quartile will also go up 6 percent to a 60 percent. For math that is a larger obstacle of distance, our learning gains will need to go from a 50 to a 62 and our Math lowest quartile learning gains is the lowest component will need to jump 15 percent from a 45 to a 60. All of our 8 components will strive to be near the 60 percent or greater next year.

Monitoring

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

Interventions will be tracked weekly on a teams spreadsheet with intervention and administration taking a closer look. The grade chairs will be responsible for designing an intervention with their team that works for their students and having data to show they are moving the data. If the students are succeeding adjustments will be done at plcs monthly to help students get an intervention that will be more impactful.

Person responsible for monitoring outcome

Chad Miller

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:

Using a walk to intervention in all grade levels for both Math and ELA will have a lasting impact on students if done with fidelity and consistently. The teachers on all grade levels will have a walk to intervention and have set goals. Each grade level will create their own goals for growth to obtain with their students. WE will meet after the PM 2 to reflect if we are making progress toward these goals. If the students are not showing growth that will reflect in an increase in proficiency.

Rationale:

Response to intervention according to John Hattie's research has an effect size of 1.29. This will be more than a year's growth so our school can soar above previous scores. The other layer that our school leadership team spoke about was the teacher estimate of achievement. We are going to believe in our students' success across all grade levels and that our students can achieve higher percentages than historically.

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

Arrangement of the intervention groups, creation of the intervention tracking sheet and share-folder as well as selection of the materials to be used/needed.

Person Monitoring:

Johanna Cosentino interventionist

By When/Frequency:

Week 2

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

The principal will speak with grade chairs as well as the interventionist about an intervention plan and implementation needs to begin quickly. The interventionist will have to meet with each team individually to setup what is needed for the team to be successful and what materials they will use. The interventionist will setup a teams page via microsoft and then upload tracking sheets to be used with examples from the previous school year.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**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.

We will be using a walk to intervention schedule that will increase the grouping and movement of students. There will be a focus on small group instruction on this grade level. We will reinforce the core academic instruction and solidify the materials used for small group an intervention to see the progress.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Increase the fourth grade from a 49% proficient last year to 60% this year.

Monitoring

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

The grade level will need to turn in weekly assessments into a microsoft teams form. The interventionist and academic coach will meet with them after major data points to adjust groupings.

Person responsible for monitoring outcome

Johanna Cosentino

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:

Using a walk to intervention in all grade levels for both Math and ELA will have a lasting impact on students if done with fidelity and consistently. The teachers on all grade levels will have a walk to intervention and have set goals. Each grade level will create their own goals for growth to obtain with their students. WE will meet after the PM 2 to reflect if we are making progress toward these goals. If the students are not showing growth that will reflect in an increase in proficiency.

Rationale:

If the students are consistently being met at their academic levels and the teachers are tracking and monitoring their progress and data we will see a positive change.

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

Increase the overall amount of interventions in 4th grade

Person Monitoring:

Mrs. Cosentino

By When/Frequency:

By Day 10

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

The interventionist will increase the amount of groups being serviced in this grade level and

collaborate with the team as far as the intervention materials being used. The amount of groups will increase to service more of our fourth grade students. There will be two interventionist as well as ESOL pulling this year rather just one group. We will be increasing the amount of students in the grade level with the lowest performance by 4 groups.

Action Step #2

Walk to intervention increase fidelity

Person Monitoring:

Dr. Chad Miller

By When/Frequency:

Day 6

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

The team will begin a walk to intervention that groups the students by ability. ALL teachers will be participating and the data will be reviewed with the team quarterly for potential changes to groups.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Through the use of the positive behavior intervention system it creates a safe environment where the students doing the right thing are rewarded. This can include focusing on school work in addition to behaving. With a decrease in disruptions and misbehaviors there will be more focus on academics. This pbis focus down to the individual level will have more students wanting to be successful. Therefore, we will see an increase in at least six of our eight components towards our school grade.

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.

With changes to our PBIS system there will be a focus on individualized rewards and incentives. By making a productive change to our PBIS we will see a decrease by 5% in discipline referrals. As well as an increase in positive referrals by 10%.

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 will be monitored weekly, administration will send out a weekly email. This email will track both positive referrals and discipline referrals in order to see data that shows an increase of the positive

and the ratio of positive to negative. There will also be active monitoring of the students individual points through the new parent square badge system.

Person responsible for monitoring outcome

Tonya Griffin

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:

Giving feedback specific positive feedback to all students will create momentum for students. The students will have a deeper desire to be recognized for doing positive contributions to our campus. As that desire grows we will see the negative behaviors decrease. With the negative decrease it will have positive implications to our campus not only on the discipline end but to the academics as well.

Rationale:

According to John Hatties Research the impact size of feedback is .7. Giving our students feedback and incentives for their successes will encourage them to keep the success coming. By successfully implementing a new additional pbis platform we will see an 3 percent increase in k-5 proficiencies in both math and ELA. We will provide more feedback for teachers and students doing the right things.

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

Teacher preparedness

Person Monitoring:

Mrs. Menard

By When/Frequency:

By day 10

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

All teachers will get additional details on the parent square platform. The pbis team will roll out the layers of support for the individual reward system.

Action Step #2

PBIS forms

Person Monitoring:

Mrs. Tonya Griffin

By When/Frequency:

Week 1

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

Mrs. Griffin will establish the weekly communication for PBIS. This platform will be how teachers submit positive referrals and where we track discipline and positive referrals more frequently than previous years.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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