

Volusia County Schools

DELAND HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Deland High School is to produce lifelong learners who are prepared to face the challenges of an increasingly complex global society within a safe learning environment.

Provide the school's vision statement

The vision of the DeLand High family is that every student will become a high school graduate who is college and career ready. We are committed to presenting a caring environment for learning, one that involves participatory decision making by students, parents, faculty, staff, and community leaders. DeLand High will provide opportunities for all students to Deland High will provide opportunities for all students to achieve their personal best through participation in the school community. We realize it is our responsibility to challenge students to achieve and to encourage ethical behavior so as to produce responsible, productive members of society that are critical and analytical thinkers and lifelong learners.

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

Michael DeGirolmo

mjdegiro@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Mr. DeGirolmo's role on the School Leadership Team is to oversee the implementation and monitoring of the School Improvement Plan. He will regularly check in with team members, provide support and guidance as they work toward their assigned goals and action steps, and help ensure accountability for progress. Additionally, he will work to ensure that the school's daily operations, practices, and decision-making align with and reflect the priorities established by the School Leadership Team.

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

Issella Vega

ivega@volusia.k12.fl.us

Position Title

Assistant Principal- Assessment and Instruction

Job Duties and Responsibilities

Ms. Vega's role on the School Leadership Team is to help ensure that instructional practices are aligned with the goals and priorities established by the team. She will provide leadership and support for the school's ESOL/ELL programs, advocating for equitable access to high-quality instruction and resources for multilingual learners. She will also assist with the development, review, and monitoring of assessments to ensure they are aligned with the School Improvement Plan goals and provide meaningful data to guide instructional decisions. Additionally, she works collaboratively with staff to monitor student progress, support instructional improvement, and ensure that all students have opportunities to succeed.

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

Mike Lucero

mjlucero@volusia.k12.fl.us

Position Title

Assistant Principal- Student Service and Data

Job Duties and Responsibilities

Mr. Lucero's role on the School Leadership Team is to help ensure that instructional practices are aligned with the goals and priorities established by the team. He works closely with the school counseling department to monitor student progress toward graduation and to ensure that students are enrolled in courses and programs that prepare them for college, careers, and future success.

Additionally, he develops and maintaining the master schedule, ensuring that it supports the school's instructional priorities, student needs, and the goals outlined in the School Improvement Plan.

Leadership Team Member #4

Employee's Name

Aria Haire

aahaire@volusia.k12.fl.us

Position Title

Assistant Principal - Exceptional Student Education

Job Duties and Responsibilities

Ms. Haire's role on the School Leadership Team is to ensure that the needs of students with disabilities are considered and supported in all aspects of school planning and decision-making. She works collaboratively with teachers, support staff, and families to ensure compliance with special education requirements while promoting inclusive practices and equitable access to high-quality instruction.

Leadership Team Member #5

Employee's Name

Brian Eschen

BPEschen@volusia.k12.fl.us

Position Title

Assistant Principal - Safety, Security and Discipline

Job Duties and Responsibilities

Mr. Eschen serves on the School Leadership Team by working to create and maintain a safe, orderly, and supportive learning environment for all students and staff. He oversees schoolwide discipline systems, works to ensure consistent implementation of the student code of conduct, and uses behavioral data to identify trends and inform proactive interventions. Additionally, he collaborates with school resource officers, district personnel, staff, students, and families to strengthen campus safety and security practices. This role helps ensure that the school climate supports student achievement and aligns with the goals and priorities established by the School Leadership Team and the School Improvement Plan.

Leadership Team Member #6

Employee's Name

Kellie McClarty

kmcclart@volusia.k12.fl.us

Position Title

Assistant Principal - Curriculum and Instruction

Job Duties and Responsibilities

Kellie McClarty, Assistant Principal for Curriculum and Instruction, serves on the School Leadership Team by providing leadership and support for the school's instructional program. She works collaboratively with teachers, instructional coaches, and department leaders to ensure that curriculum, instruction, and assessment practices are aligned with school and district goals. She monitors student achievement data, supports professional learning, and helps guide instructional improvement efforts across the campus.

In addition, she coordinates the work of the School Leadership Team (SLT) and the School Advisory Council (SAC), ensuring that both groups have meaningful opportunities to review data, provide feedback, and contribute to the development, implementation, and monitoring of the School Improvement Plan. Through this collaborative process, she helps ensure that the School Improvement Plan reflects the needs and priorities of the school community and supports continuous improvement for all students.

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

Robert Rizzo

rjrizzo@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Mr. Rizzo serves on the School Leadership Team by supporting the continuous improvement of teaching and learning across the school. He works closely with the English Language Arts (ELA) and Reading department to strengthen instructional practices, analyze student performance, and support the implementation of high-quality curriculum and instructional strategies.

Mr. Rizzo assists with collecting, organizing, and analyzing assessment data, including data pulls following VBAs, to help teachers and school leaders identify trends, monitor student progress, and make informed instructional decisions. Additionally, he provides individualized support to teachers through coaching, modeling, collaborative planning, and professional learning opportunities. He works with teachers who need instructional support to improve classroom practices, increase student engagement, and enhance student achievement. Through these efforts, he ensures that instructional

decisions are data-driven and aligned with the goals and priorities of the School Improvement Plan.

Leadership Team Member #8

Employee's Name

April Sniffen

alsniffe@volusia.k12.fl.us

Position Title

ELA Instructional Leader

Job Duties and Responsibilities

Ms. Sniffen serves on the School Leadership Team as the English Language Arts Department Chair, providing leadership and support for ELA teachers and instructional initiatives. She acts as a liaison between the ELA department and school administration, ensuring that information, expectations, and feedback are effectively communicated in both directions. Through this role, she helps represent the needs, successes, and concerns of ELA teachers while supporting the implementation of schoolwide goals and initiatives.

Additionally, Ms. Sniffen collaborates with teachers to analyze student achievement data, monitor progress toward learning goals, and identify instructional strategies that support student success. She facilitates department collaboration, supports curriculum implementation, and promotes best practices in teaching and learning. As a member of the School Leadership Team, she provides valuable insight into instructional needs and helps ensure that the School Improvement Plan reflects the priorities of both the ELA department and the broader school community.

Leadership Team Member #9

Employee's Name

Lisa Nehrig

lknehrig@volusia.k12.fl.us

Position Title

IB Coordinator

Job Duties and Responsibilities

Lisa Nehrig serves on the School Leadership Team as the International Baccalaureate (IB) Coordinator, providing leadership and oversight for the school's IB Programme. She works collaboratively with teachers, students, families, and administrators to ensure that the program is implemented with fidelity and reflects the principles and standards of the International Baccalaureate. As the coordinator, she supports curriculum alignment, instructional practices, assessment

processes, and professional learning opportunities that promote rigorous, student-centered learning experiences.

Leadership Team Member #10

Employee's Name

Michelle Addonizio

myaddoni@volusia.k12.fl.us

Position Title

Geometry PLC Co-Lead

Job Duties and Responsibilities

Ms. Addonizio serves on the School Leadership Team as the Geometry PLC Lead, providing leadership and support for mathematics instruction and student achievement within the Geometry courses. She works collaboratively with Geometry teachers to facilitate Professional Learning Community (PLC) meetings, analyze student performance data, identify instructional needs, and develop strategies to improve student learning outcomes.

As a PLC Lead, Ms. Addonizio serves as a liaison between the mathematics department and school leadership, communicating instructional priorities, curriculum updates, and areas of concern. She supports the implementation of schoolwide instructional initiatives, promotes collaboration among teachers, and helps ensure that classroom practices are aligned with the goals of the School Improvement Plan.

Leadership Team Member #11

Employee's Name

Diana Bastian

dvbastia@volusia.k12.fl.us

Position Title

Algebra PLC Co-Lead

Job Duties and Responsibilities

Ms. Bastian serves on the School Leadership Team as a Co-Lead of the Algebra PLC, providing leadership and support for Algebra instruction and student achievement. Working collaboratively with her fellow PLC lead, she helps facilitate Professional Learning Community (PLC) meetings, analyze student performance data, identify instructional priorities, and develop strategies to improve student outcomes. Through ongoing collaboration, she helps ensure that instructional practices are aligned with state standards, school goals, and the needs of students.

As a PLC Co-Lead, Ms. Bastian serves as a liaison between Algebra teachers and school leadership, helping to communicate instructional initiatives, curriculum updates, and teacher feedback. She supports data-driven decision-making, promotes the sharing of effective instructional strategies, and assists in monitoring student progress toward achievement goals.

Leadership Team Member #12

Employee's Name

Sullivan Hessler

srhessle@volusia.k12.fl.us

Position Title

Algebra PLC Co-Lead

Job Duties and Responsibilities

Ms. Hessler serves on the School Leadership Team as a Co-Lead of the Algebra PLC, providing leadership and support for Algebra instruction and student achievement. Working collaboratively with her fellow PLC lead, she helps facilitate Professional Learning Community (PLC) meetings, analyze student performance data, identify instructional priorities, and develop strategies to improve student outcomes. Through ongoing collaboration, she helps ensure that instructional practices are aligned with state standards, school goals, and the needs of students.

As a PLC Co-Lead, Ms. Hessler serves as a liaison between Algebra teachers and school leadership, helping to communicate instructional initiatives, curriculum updates, and teacher feedback. She supports data-driven decision-making, promotes the sharing of effective instructional strategies, and assists in monitoring student progress toward achievement goals.

Leadership Team Member #13

Employee's Name

Christopher Folsom

cjfolsom@volusia.k12.fl.us

Position Title

Career and Technical Education Coordinator

Job Duties and Responsibilities

Mr. Folsom serves on the School Leadership Team as the Coordinator for Career and Technical Education (CTE) Programs, providing leadership and oversight for the school's career-focused pathways and workforce development initiatives. He works collaboratively with teachers, students,

families, business partners, and postsecondary institutions to ensure that CTE programs provide students with meaningful opportunities to develop the knowledge, skills, and industry certifications needed for future success.

He serves as a liaison between the school, district, community partners, and industry stakeholders, helping to expand opportunities for internships, work-based learning experiences, and career exploration. As a member of the School Leadership Team, he provides valuable insight into college and career readiness initiatives and helps ensure that the School Improvement Plan supports student access to high-quality career and technical education opportunities.

Leadership Team Member #14

Employee's Name

Jon Durdik

jrdurdik@volusia.k12.fl.us

Position Title

US History PLC Lead

Job Duties and Responsibilities

Mr. Durdik serves on the School Leadership Team as the PLC Lead for U.S. History. He works with U.S. History teachers to facilitate collaboration, analyze student achievement data, and support instructional practices that improve student learning. As a liaison between the US History team and school leadership, he helps communicate their needs, instructional priorities, and school initiatives. Through his role, he provides valuable insight into student performance and supports the implementation of the School Improvement Plan.

Leadership Team Member #15

Employee's Name

Stephanie Boorom

snboorom@volusia.k12.fl.us

Position Title

Science Instructional Leader

Job Duties and Responsibilities

Ms. Boorom serves on the School Leadership Team as the Science Department Chair. She provides leadership and support for science teachers, facilitates collaboration within the department, and helps ensure that instruction is aligned with school and district goals. As a liaison between the science department and school leadership, she communicates department needs, supports data-driven

instructional decisions, and promotes effective teaching practices. Through her role, she provides valuable insight into student achievement and helps support the implementation of the School Improvement Plan.

Leadership Team Member #16

Employee's Name

Leigh Hoover

lahoover@volusia.k12.fl.us

Position Title

Exceptional Student Education- Instructional Leader

Job Duties and Responsibilities

Ms. Hoover serves on the School Leadership Team as an ESE Instructional Leader. She provides leadership and support for Exceptional Student Education (ESE) teachers and staff, helping to ensure that students with disabilities receive the services and instructional support needed to be successful. As a liaison between the ESE department and school leadership, she communicates department needs, supports compliance with special education requirements, and promotes inclusive practices that support student achievement. Through her role, she provides valuable insight into the needs of exceptional students and helps support the implementation of the School Improvement Plan.

Leadership Team Member #17

Employee's Name

Robert Stephenson

rjstephe@volusia.k12.fl.us

Position Title

STEM Instructional Leader

Job Duties and Responsibilities

Mr. Stephenson serves on the School Leadership Team as the STEM Instructional Leader and as a Biology teacher. He provides leadership and support for science, technology, engineering, and mathematics initiatives across the school, helping to promote innovative instructional practices and student engagement in STEM learning. He collaborates with teachers to support curriculum implementation, analyze student achievement data, and identify opportunities to strengthen STEM instruction. As a member of the School Leadership Team, he serves as a resource for instructional improvement and helps ensure that STEM programs and initiatives align with the goals and priorities outlined in the School Improvement Plan.

Leadership Team Member #18

Employee's Name

Natalie White

nnwhite@volusia.k12.fl.us

Position Title

Director Of School Counseling

Job Duties and Responsibilities

Ms. White serves on the School Leadership Team as the Guidance Director. She provides leadership and oversight for the school counseling program, ensuring that students receive academic, college and career, and social-emotional support. She works closely with counselors, administrators, teachers, students, and families to monitor student progress, support graduation requirements, and promote postsecondary readiness.

In addition to supporting and developing the counseling team, two of her primary priorities are increasing the school's College and Career Acceleration (CCA) rate and maintaining strong graduation rate outcomes. She leads efforts to expand student access to acceleration opportunities, monitors progress toward graduation, and implements strategies that help students successfully meet their academic and postsecondary goals. As a member of the School Leadership Team, she provides valuable insight into student needs and helps ensure that counseling services and student support systems align with the goals and priorities of the School Improvement Plan.

Leadership Team Member #19

Employee's Name

Michelle Morgante

mmorgant@volusia.k12.fl.us

Position Title

Geometry PLC Co-Lead

Job Duties and Responsibilities

Ms. Morgante serves on the School Leadership Team as the Geometry PLC Lead, providing leadership and support for mathematics instruction and student achievement within the Geometry courses. She works collaboratively with Geometry teachers to facilitate Professional Learning Community (PLC) meetings, analyze student performance data, identify instructional needs, and develop strategies to improve student learning outcomes.

As a PLC Lead, Ms. Morgante serves as a liaison between the mathematics department and school

leadership, communicating instructional priorities, curriculum updates, and areas of concern. She supports the implementation of schoolwide instructional initiatives, promotes collaboration among teachers, and helps ensure that classroom practices are aligned with the goals of the School Improvement Plan.

Leadership Team Member #20

Employee's Name

Tambra Heaberlin

TSHEABER@volusia.k12.fl.us

Position Title

Reading PLC Lead

Job Duties and Responsibilities

Ms. Heaberlin provides instructional leadership to support high-quality literacy instruction. She collaborates with teachers to analyze student data, monitor progress, support effective instructional practices, and ensure assessments and instruction align with the School Improvement Plan to improve student achievement.

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 development of the 2026–2027 School Improvement Plan began in April 2026 with the administration of climate and engagement surveys to teachers, staff, students, families, and community stakeholders. A total of 1,102 stakeholders participated in the survey process, providing valuable feedback regarding the school's strengths and areas for growth.

Results from the Teacher Climate & Culture Survey indicated a positive and collaborative school culture characterized by strong relationships, a focus on student learning and critical thinking, and a supportive work environment. The survey also highlighted opportunities to address staff workload, wellness, and the expansion of authentic learning experiences.

Results from the Family Engagement Survey showed that families generally feel informed, supported, and able to advocate for their children. Strengths included school communication, social media outreach, and collaboration around student learning. Families also identified opportunities to increase involvement in decision-making processes, strengthen parent-teacher conferencing and volunteer training, and provide more meaningful opportunities for input regarding school policies, programs, and learning supports.

Results from the Student Engagement Survey revealed that students are generally engaged in learning, value teacher support, and recognize the connection between school and future success. Students also identified opportunities for growth in developing greater ownership of their learning, increasing intrinsic motivation, strengthening student leadership opportunities, and ensuring all students feel connected, valued, and safe within the school community.

In June, the administrative team met to reflect on the school year and analyze multiple sources of data to identify areas for improvement. Independently of the survey results, the team identified student ownership of learning as a key area of need. The alignment between administrative observations and student feedback reinforced the importance of prioritizing this focus within the School Improvement Plan.

The School Advisory Council, which includes parents, community members, teachers, and school staff, played an active role in the SIP development process by reviewing data, providing feedback, and supporting the establishment of school improvement priorities. Stakeholder input from surveys, leadership discussions, and SAC meetings directly informed the goals, strategies, and action steps included in the 2026–2027 School Improvement Plan.

In July, the School Leadership Team reviewed survey results alongside discipline data, classroom walkthrough data, MTSS data, and school performance data to identify priority areas for continuous improvement and establish collective goals for the upcoming school year.

Additionally, the School Advisory Council (SAC), which includes parents, community members, teachers, and school staff, played an active role in the SIP development process by reviewing data, providing feedback, and supporting the establishment of school improvement priorities. Stakeholder input from surveys, leadership discussions, and SAC meetings directly informed the goals, strategies, and action steps included in the 2026–2027 School Improvement Plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

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

Our School Improvement Plan will be monitored and evaluated through our school-based Stocktake process. Stocktake serves as our intentional system for reviewing data, assessing progress, and developing targeted action plans to address learning gaps and barriers that may impede achievement of our SIP goals. This process ensures that decision-making remains data-driven and focused on continuous improvement.

The Stocktake/School Leadership Team will meet regularly and after each Volusia Benchmark Assessment to formally review progress by analyzing multiple sources of data, evaluating measurable outcomes, and monitoring implementation of key strategies. During each review cycle, the team will identify successes, determine areas requiring additional support, and make necessary adjustments to the SIP to ensure continued progress toward our goals.

To monitor implementation and measure impact, the following data sources and stakeholder feedback opportunities will be reviewed throughout the year:

- Classroom walkthroughs and observations using a monitoring tool to identify instructional trends across campus
- Common planning and Professional Learning Community (PLC) discussions
- Implementation and impact of professional learning aligned to SIP goals
- Staff feedback and input
- Monthly School Leadership Team (SLT) meetings with content leaders
- Weekly meetings with instructional coach and key instructional leaders to monitor progress and address instructional needs
- Student voice through surveys, focus groups, and the Principal's Advisory Council
- Bi-weekly administrative team meetings to review SIP goals, implementation fidelity, and measurable outcomes
- Monthly School Advisory Council (SAC) meetings to gather stakeholder feedback and monitor school improvement efforts

Through these ongoing monitoring structures, the school will ensure that the SIP remains responsive to student needs, aligned to identified priorities, and focused on improving outcomes for all students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	
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: B 2022-23: C 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	700	238	621	660	2,219
Absent 10% or more school days	143	185	158	230	716
One or more suspensions	153	133	77	39	402
Course failure in English Language Arts (ELA)	104	117	62	4	287
Course failure in Math	74	36	120	134	364
Level 1 on statewide ELA assessment	154	166	120	134	574
Level 1 on statewide Algebra assessment	69	101	116	103	389

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	180	186	138	106	610

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	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	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	166	194	190	113	663

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	0	0	0	0
Students retained two or more times	0	0	0	0	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*	58	59	62	53	54	59	47	51	55
Grade 3 ELA Achievement									
ELA Learning Gains	57	59	59	59	57	58	47	56	57
ELA Lowest 25th Percentile	54	58	55	58	57	56	45	55	55
Math Achievement*	55	53	52	63	53	49	51	45	45
Math Learning Gains	49	47	45	60	48	47	53	51	47
Math Lowest 25th Percentile	46	44	44	53	46	49	50	53	49
Science Achievement	79	82	74	79	79	72	76	73	68
Social Studies Achievement*	82	78	76	81	76	75	69	69	71
Graduation Rate	99	96	94	97	95	92	95	93	90
Middle School Acceleration									
College and Career Acceleration	80	73	74	70	67	69	66	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						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						663
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*
66%	66%	60%	57%	54%	50%	

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	50%	No		
English Language Learners	47%	No		
Asian Students	79%	No		
Black/African American Students	63%	No		
Hispanic Students	62%	No		
Multiracial Students	75%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	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	58%		57%	54%	59%	49%	46%	79%	82%		99%	80%		
Students With Disabilities	28%		51%	50%	32%	35%	39%	52%	59%		98%	53%		
English Language Learners	22%		42%	39%	38%	36%	29%	45%	57%		100%	64%		
Asian Students	59%		52%		81%	60%		88%	92%		100%	100%		
Black/African American Students	42%		56%	66%	48%	41%	57%	67%	81%		98%	73%		
Hispanic Students	52%		55%	50%	52%	43%	46%	73%	77%		99%	73%		
Multiracial Students	66%		55%		76%	47%		83%	88%		100%	82%		
White Students	65%		58%	55%	65%	54%	41%	85%	85%		99%	83%		
Economically Disadvantaged Students	47%		54%	55%	52%	45%	44%	74%	75%		99%	70%		
23/2026														

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	53%		59%	58%	67%	60%	53%	79%	81%		97%	70%	44%
Students With Disabilities	22%		45%	45%	44%	52%	41%	53%	56%		99%	27%	
English Language Learners	23%		47%	46%	43%	50%	42%	49%	49%		88%	48%	44%
Asian Students	77%		67%		83%			83%	74%		93%	86%	
Black/African American Students	38%		49%	54%	53%	43%	39%	67%	67%		96%	53%	
Hispanic Students	45%		57%	54%	59%	59%	55%	73%	74%		94%	63%	49%
Multiracial Students	58%		57%	50%	57%	58%		88%	93%		100%	73%	
White Students	60%		62%	63%	75%	66%	55%	85%	89%		98%	77%	
Economically Disadvantaged Students	43%		56%	55%	60%	55%	52%	71%	76%		95%	57%	45%

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%		47%	45%	51%	53%	50%	76%	69%		95%	66%	56%
Students With Disabilities	18%		41%	42%	24%	32%	35%	51%	40%		98%	31%	
English Language Learners	18%		43%	45%	25%	49%	57%	46%	28%		77%	37%	56%
Asian Students	71%		65%		54%	40%		69%	79%		100%	93%	
Black/African American Students	36%		43%	46%	42%	46%	68%	70%	60%		91%	41%	
Hispanic Students	39%		45%	44%	44%	52%	45%	66%	64%		89%	57%	54%
Multiracial Students	52%		50%	38%	61%	67%		85%	67%		100%	56%	
White Students	52%		48%	45%	57%	55%	47%	83%	73%		98%	73%	
Economically Disadvantaged Students	37%		43%	43%	44%	52%	50%	70%	62%		93%	56%	55%

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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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	54%	56%	-2%	60%	-6%
ELA	10	60%	59%	1%	61%	-1%
Biology	9	96%	97%	-1%	87%	9%
Biology	10	64%	67%	-3%	60%	4%
Biology	12	27%	18%	9%	34%	-7%
Algebra	9	50%	50%	0%	41%	9%
Algebra	10	41%	33%	8%	31%	10%
Geometry	9	73%	70%	3%	75%	-2%
Geometry	10	56%	46%	10%	40%	16%
Geometry	11	41%	25%	16%	26%	15%
Geometry	12	20%	5%	15%	19%	1%
History	11	80%	75%	5%	75%	5%
History	12	79%	49%	30%	56%	23%
Biology	11	* 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.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	30	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* 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?

Our data shows that College and Career Acceleration was our most improved area during the 2025–2026 school year, increasing from 70% to 80%. This continues a positive trend over the past three years, with our CCA rate growing from 66% to 80%. Our current CCA performance also exceeds both the district average of 73% and the state average of 74%, demonstrating the success of our intentional efforts to expand these opportunities and encourage students to begin taking CCA courses earlier. By helping students access advanced coursework, industry certifications, and dual enrollment opportunities sooner, we have created a stronger pipeline that continues to increase student participation and gives them more chances for success.

We also saw continued improvement in ELA Achievement, which has increased from 47% to 58% over the past three years. While our ELA Achievement score remains just below the district average of 59%, it is approaching district performance and is only four percentage points below the state average of 62%. Our ELA PLCs have played a significant role in this growth by regularly analyzing Volusia Benchmark Assessment data to identify areas where students need additional support. Teachers have used this information to spiral key standards back into instruction, provide targeted small-group instruction, and adjust lessons based on student needs. In addition, the school developed a targeted tutoring program to provide focused intervention for students demonstrating the greatest academic need. Members of the administrative team also mentored identified students, monitoring their progress, providing encouragement, and helping remove barriers to academic success. These collaborative, data-driven efforts have strengthened classroom instruction, increased student support, and contributed to improved student achievement.

Lowest Performance

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

The lowest-performing component for the 2025–2026 school year was Math Achievement for the Lowest 25th Percentile, which earned a score of 46%. This represents a decline from 53% in 2025 and continues to be an area of concern for our school. While overall Math Achievement also declined from 63% to 55%, the data indicates that our students requiring the greatest levels of support did not

make the expected academic gains.

Although teachers consistently analyzed benchmark data through PLCs, we recognized the need for more intentional intervention for our lowest-performing students and greater consistency in differentiated Tier 1 instruction along with a need to communicate the importance of learning gains to students directly.

This trend has reinforced the importance of increasing opportunities for targeted small-group intervention, and using and communicating progress monitoring data to ensure students receive timely support. Improving outcomes for our Lowest 25% in mathematics will remain a primary focus of our School Improvement Plan during the 2026–2027 school year.

Greatest Decline

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

The component that showed the greatest decline from the prior year was Math Learning Gains, which decreased from 60% in 2025 to 49% in 2026. This decline was also reflected in Math Achievement, which dropped from 63% to 55%, and in Math Achievement for the Lowest 25%, which decreased from 53% to 46%.

After reviewing our benchmark and classroom data, we found that many students struggled with applying mathematical concepts to more rigorous, multi-step problems aligned to Florida's B.E.S.T. Standards. While our PLCs regularly analyzed benchmark data and adjusted instruction, we recognized the need for more consistent implementation of instructional responses, particularly for students requiring additional support.

Another factor influencing this year's results was a purposeful change in how we scheduled students needing the greatest level of mathematics support. Beginning the year before last, we expanded our use of Algebra 1A, allowing struggling learners to spend additional time developing foundational skills before completing the full Algebra 1 course and End-of-Course assessment. As a result, the students included in this year's accountability cohort represented a broader range of academic readiness than in the previous year, when many of our lowest-performing students were served outside of the tested cohort. While this instructional shift may impact short-term accountability results, we believe it provides students with the additional time and support they need to build a stronger mathematical foundation. We anticipate that this investment will lead to improved achievement and learning gains over the next several years as these students complete the full Algebra 1 sequence and demonstrate their learning on the state assessment. During the 2026–2027 school year, we will continue to strengthen Tier 1 instruction, use benchmark and formative assessment data more intentionally,

increase targeted intervention opportunities, and closely monitor student progress to ensure all learners are prepared for success.

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.

Overall, our school continues to perform at or above the state average in most accountability components. In 2026, we exceeded the state in Science Achievement (79% vs. 74%), Social Studies Achievement (82% vs. 76%), Graduation Rate (99% vs. 94%), and College and Career Acceleration (80% vs. 74%). We also outperformed the state in Math Achievement (55% vs. 52%), Math Learning Gains (49% vs. 45%), and Math Achievement for the Lowest 25% (46% vs. 44%). The accountability component with the greatest gap compared to the state average was ELA Achievement, where our school earned a score of 58%, four percentage points below the state average of 62%.

Although ELA Achievement remains an area for continued improvement, the trend over the past three years has been encouraging. Our ELA Achievement score has increased from 47% in 2024 to 53% in 2025 and 58% in 2026, representing an 11-point improvement. We attribute this growth to the work of our ELA PLCs, which consistently analyze Volusia Benchmark Assessment data to identify student strengths and areas of need. Teachers use this information to intentionally spiral priority standards back into instruction, provide targeted small-group support, and adjust lessons based on formative assessment data. While these efforts have led to sustained growth, benchmark data indicates that students continue to need additional support with complex text analysis, evidence-based writing, and higher-order thinking skills aligned to Florida's B.E.S.T. Standards. Closing the remaining gap with the state will continue to be a focus of our instructional work during the 2026–2027 school year as we build on the progress already achieved.

EWS Areas of Concern

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

Reflecting on the Early Warning System data, two primary areas of concern are chronic absenteeism and student performance in ELA. Chronic absenteeism affects 716 students, with the highest numbers occurring in grades 9 and 12. 574 students scored at Level 1 on the ELA exam, and 287 students failed an ELA course, indicating that many students continue to struggle with literacy skills.

Highest Priorities

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

1. Increase mathematics achievement and learning gains
 - focus on improving outcomes for students in the Lowest 25%
2. Increase ELA achievement and literacy proficiency

3. Reduce chronic absenteeism
4. Increase student ownership of learning
5. Maintain and expand College and Career Acceleration opportunities

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), English Language Learners (ELL)

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.

During the review of our 2025–2026 ESSA subgroup data, no student subgroup fell below the federal threshold of 41% on the Federal Percent of Points Index. We believe this is a reflection of the intentional work our school has undertaken over the past three years to support Students with Disabilities (50%) and English Language Learners (47%) through targeted instructional practices, collaborative planning, and ongoing progress monitoring.

While these two subgroups earned the lowest Federal Percent of Points Index among our reported subgroups, they remained above the federal threshold, demonstrating the positive impact of our sustained focus. During the 2026–2027 school year, we will continue to prioritize accelerating learning and increasing learning gains for Students with Disabilities and English Language Learners through intentional progress monitoring, data-informed instruction, and targeted instructional support. Maintaining this focus will help ensure these students continue to make meaningful academic growth while further closing achievement gaps and strengthening overall student achievement.

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.

By the end of the 2026–2027 school year, collaborative teacher teams will engage in monthly data-driven PLC meetings to monitor student progress, analyze assessment data, identify students requiring additional support or enrichment, and implement targeted instructional strategies. Through the consistent use of common assessments, data analysis protocols, and progress-monitoring tools (including Ed Modified), teams will implement targeted interventions and instructional adjustments, resulting in measurable growth and increase in student proficiency in identified priority standards.

Monitoring

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

- PLC teams meet monthly with agendas and documented outcomes specifically discussing SWD/ELL students.
- Student progress data is reviewed and analyzed during each meeting – Ed Modified, accommodations tracking toward student progress.
- Intervention and enrichment plans are developed and monitored for identified students to align with IEP supports and services.
- Teachers adjust instruction based on student performance trends in collaboration with ESE teachers/ESOL support.

Person responsible for monitoring outcome

Aria Haire/Issella Vega

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:

Increase collaborative practices with general education teachers and ESE teachers: 1. Engage in Regular Collaborative Planning 2. Use Student Data to Drive Instruction 3. Incorporate regular standards-based formative assessments in ELA

Rationale:

A strong partnership between general education and ESE teachers includes: • Shared responsibility for student learning. • Frequent monitoring of academic and behavioral progress. • Data-driven decision-making. • Targeted interventions and enrichment. • Continuous reflection on instructional practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Practices Professional Learning

Person Monitoring:

Aria Haire

By When/Frequency:

November 2026

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

step:

The ESE Program Specialist will provide professional learning for general education and ESE teachers on effective collaborative practices, including co-planning, co-teaching, and strategies to support students with disabilities in the general education classroom.

Action Step #2

Development of ELA Common Formative Assessments

Person Monitoring:

Robert Rizzo/Leigh Hoover

By When/Frequency:

April 2027

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

uring PLC meetings, ELA teams will collaboratively develop and implement two standards-aligned common formative assessments per quarter to monitor student progress, inform instruction, and support the School Improvement Plan goals.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Student Engagement**Area of Focus Description and Rationale**

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

Our area of focus is strengthening benchmark-aligned instructional practices across all subject areas to ensure students consistently receive rigorous instruction aligned to the benchmarks. This includes intentional instructional planning, alignment of classroom tasks to the cognitive complexity of the benchmarks, and the use of planned questions that promote critical thinking and student engagement.

This area of focus was identified through a review of our 2025–2026 accountability data. While the school demonstrated continued growth in several areas, including College and Career Acceleration and ELA Achievement, mathematics achievement and learning gains declined, and ELA Achievement continues to be just below the state average. A review of benchmark assessment and classroom walk through data showed the need for greater consistency in aligning instruction and instructional tasks to the rigor of the standards.

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.

By the end of the 2026–2027 school year, DeLand High School will increase student achievement

across all tested content areas through the consistent implementation of benchmark-aligned instructional planning, instructional tasks aligned to the rigor of the benchmarks, and purposeful questioning that promotes deeper student understanding.

Using the 2025–2026 accountability data as the baseline, the school will increase:

- ELA Achievement from 58% to 62%
- ELA Learning Gains from 57% to 60%
- Math Achievement from 55% to 60%
- Math Learning Gains from 49% to 55%
- Science Achievement from 79% to 82%
- Social Studies Achievement from 82% to 84%.

Monitoring

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

These measurable outcomes will be monitored throughout the year using Volusia Benchmark Assessments, common formative assessments, classroom walkthrough data, and PLC discussions to ensure instructional practices are consistently aligned to the benchmarks and are resulting in increased student achievement.

Person responsible for monitoring outcome

Michael DeGirolmo, Kellie McClarty

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:

DeLand High School will implement the Solution Tree Professional Learning Community at Work model to strengthen benchmark-aligned instruction across all grade levels. PLC teams will collaboratively unpack the benchmarks, develop benchmark-aligned instructional plans, design rigorous instructional tasks, create common formative assessments, analyze student data, and identify instructional adjustments to meet student needs.

Rationale:

The Solution Tree model was selected because it is a research-based framework that improves student achievement through collaborative planning, data-driven decision-making. A review of our 2025–2026 accountability data identified the need for consistency in benchmark-aligned instruction, particularly as the school works to improve mathematics achievement and learning gains while continuing to strengthen ELA achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Classroom Walkthrough Training

Person Monitoring:

Kellie McClarty

By When/Frequency:

September 2026

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

Provide professional learning for teachers on the classroom walkthrough process, including the purpose of walkthroughs, indicators of high-quality instruction, benchmark alignment, and strategies for responding to instructional questions.

Action Step #2

Collaborative Planning for Benchmark-Aligned Questions

Person Monitoring:

Michael DeGirolmo

By When/Frequency:

Ongoing

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

Facilitate PLC discussions to develop and document benchmark-aligned higher-order questions that are intentionally incorporated into lesson plans and daily instruction.

Action Step #3

PLC Review of Walkthrough Data

Person Monitoring:

Kellie McClarty/Michael DeGirolmo

By When/Frequency:

Ongoing

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

Share classroom walkthrough trend data with PLCs on a regular basis to identify strengths and areas for growth, and collaborate on strategies to improve benchmark alignment and the quality of teacher questioning.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale**

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

DeLand High School will focus on accelerating student learning by creating a culture of academic

ownership in which students actively understand their academic data, monitor their progress, and establish meaningful learning goals. Teachers will intentionally engage students in analyzing formative and benchmark assessment data, tracking individual progress toward mastery of the benchmarks, and reflecting on their learning to identify strengths and areas for growth.

A review of the 2025–2026 data showed student learning gains as an area requiring focused improvement. ELA Learning Gains decreased from 59% to 57%, Math Learning Gains declined from 60% to 49%, and Math Learning Gains for the Lowest 25% of students decreased from 53% to 46%. These trends indicate a need to strengthen student engagement in the learning process by increasing awareness of individual performance data and empowering students to set goals, monitor their progress, and take ownership of their academic growth.

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.

By the end of the 2026–2027 school year, DeLand High School will increase student learning gains by strengthening student ownership of learning through consistent data analysis, goal setting, and progress monitoring. Using the 2025–2026 data, the school will increase:

- ELA Learning Gains from **57% to 60%**
- Math Learning Gains from **49% to 55%**
- ELA Learning Gains for the Lowest 25% from **54% to 57%**
- Math Learning Gains for the Lowest 25% from **46% to 52%**

Monitoring

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

This Area of Focus will be monitored through classroom walkthroughs, PLC discussions, student data trackers, and administrative reviews of data chat and goal-setting artifacts. Following each of the three Volusia Benchmark Assessments, teachers will facilitate structured student data conferences to review individual performance, analyze strengths and areas for growth, and establish measurable learning goals aligned to the benchmarks.

PLC teams will regularly analyze VBA and common formative assessment data to identify trends, adjust instruction, and determine appropriate interventions and enrichment opportunities. School leadership will monitor implementation through walkthrough observations, PLC agendas and meeting artifacts, student goal-setting documentation, and Stocktake data reviews. The impact of this Area of Focus will be evaluated by monitoring student growth on VBAs throughout the year and by reviewing accountability measures, including ELA and Mathematics Learning Gains and Learning Gains for the

Lowest 25% of students, to ensure progress toward the school's measurable outcomes

Person responsible for monitoring outcome

DeLand High Administrative Team

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:

Developing Assessment-Capable Visible Learners By Douglas Fisher, Nancy Frey, and John Hattie (Corwin) Developing Assessment-Capable Visible Learners provides educators with research-based strategies to help students take ownership of their learning by understanding learning goals, interpreting assessment data, monitoring their progress, and setting meaningful academic goals. Drawing on the principles of Visible Learning, the book outlines practical classroom structures that enable teachers to use formative assessment, feedback, self-reflection, and goal setting to build students' capacity to evaluate their own learning and identify next steps for improvement. The authors emphasize creating assessment-capable learners who understand where they are in their learning, where they need to go, and how to close the gap through intentional instructional practices.

Rationale:

Developing Assessment-Capable Visible Learners by Douglas Fisher, Nancy Frey, and John Hattie was selected to support this Area of Focus because it provides research-based strategies for developing student ownership of learning through data analysis, goal setting, self-reflection, and formative assessment practices. While DeLand High School has demonstrated strong achievement in several accountability areas, the 2025–2026 accountability data identified learning gains, particularly in mathematics, as a continued area of need. Strengthening students' understanding of their academic progress and empowering them to monitor their own learning will help accelerate growth and improve learning gains across all content areas. During professional learning, teachers will engage in collaborative study of the text to develop a common understanding of assessment-capable learners and implement consistent schoolwide practices for student data chats, goal setting, and progress monitoring. Through PLCs, teachers will learn and refine protocols for facilitating data conversations following each of the three Volusia Benchmark Assessments (VBAs), helping students analyze their assessment results, identify strengths and areas for growth, establish measurable learning goals, and monitor their progress throughout the year. This shared approach will create consistency across classrooms, strengthen student ownership of learning, and support improved learning gains as measured through VBA performance and state accountability outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Establish a Schoolwide Learning Gains Communication Plan**Person Monitoring:**

Michael DeGirolmo

By When/Frequency:

Ongoing

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

Provide ongoing professional learning and consistent messaging to staff on the importance of learning gains, including common language to use when discussing assessments with students. Reinforce expectations through monthly faculty meeting updates and communication resources to ensure all staff promote effort, growth, and continuous improvement.

Action Step #2

Implement Schoolwide Student Data Chats

Person Monitoring:

Michael DeGirolmo

By When/Frequency:

Ongoing

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

Provide teachers with student learning gain data and targeted "hot sheets" each quarter. Teachers will conduct individual or small-group data chats with identified students to review current performance, set growth goals, and reinforce the importance of earning learning gains on state and district assessments.

Action Step #3

Increase Access to Student Learning Gain Data

Person Monitoring:

Kellie McClarty/Robert Rizzo

By When/Frequency:

Ongoing

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

Develop a streamlined process for providing teachers and students with current learning gain information, making data easy to access and understand. Support staff in using this information during instruction, intervention, and student conferences.

Action Step #4

Implement a Learning Gains Recognition Program

Person Monitoring:

Brian Eschen

By When/Frequency:

Ongoing

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

Recognize and celebrate students who demonstrate learning gains each quarter through schoolwide incentives, recognition events, and positive reinforcement to promote a culture of academic growth and achievement.

IV. Positive Learning Environment**Area of Focus #1**

Other: Student Attendance and 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.

Our area of focus is strengthening supports for students identified through the Early Warning System, with an emphasis on students exhibiting two or more early warning indicators. During the 2025–2026 school year, 610 students were identified with two or more indicators, with the highest numbers in grades 9 and 10. These students are at increased risk for academic failure, chronic absenteeism, behavioral concerns, and falling off track for graduation.

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.

During the 2026–2027 school year, DeLand High School will reduce the number of students with two or more Early Warning System (EWS) indicators from 610 to 550 by implementing a proactive system of student recognition, targeted interventions, and ongoing progress monitoring. Through the school's PBIS initiative, including regular teacher and student recognition, positive reinforcement, and student engagement opportunities, the school will also reduce the number of students receiving one or more suspensions from 402 to 350 while increasing positive student engagement and connectedness to school.

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.

The Early Warning System data will be reviewed regularly by the school's MTSS team, counselors, and administrators to identify students demonstrating multiple risk factors, including chronic absenteeism, course failures, behavior referrals, and Level 1 assessment performance. In addition, the school's PBIS recognition system will be used to reinforce positive behaviors, encourage student engagement, and strengthen school connectedness. Ongoing monitoring will ensure that interventions remain responsive to student needs, resulting in improved attendance, reduced behavior concerns, increased course success, and more students remaining on track for graduation.

Person responsible for monitoring outcome

Brian Eschen, Kimberly Sibio, Casey Korkus

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:

Minga is a student engagement and school culture platform that allows schools to recognize positive student behaviors, communicate with students, and reinforce schoolwide expectations through a digital reward system. At DeLand High School, Minga is used as part of our PBIS framework to recognize students for demonstrating positive behaviors, encourage student engagement, and increase participation in school activities. The platform also provides data that helps staff monitor student participation and recognize students who consistently demonstrate positive behaviors aligned with our school expectations.

Rationale:

Minga supports our schoolwide commitment to fostering a positive school culture while promoting student ownership of learning and behavior. Through consistent recognition of positive choices, academic engagement, attendance, and demonstration of our schoolwide expectations, students receive timely feedback that reinforces the behaviors and habits that contribute to success. By making positive behaviors visible and celebrating student growth, Minga encourages students to take responsibility for their actions, monitor their own progress, and actively contribute to a positive learning environment. This increased sense of ownership and belonging supports higher levels of student engagement, improved attendance, positive behavior, and ultimately stronger academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Launch PBIS Program

Person Monitoring:

Brian Eschen, Kimberly Sibio, Casey Korkus

By When/Frequency:

End of Year

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

Implement a year-round communication and promotion plan using Minga and school-wide messaging to reinforce PBIS and BARK expectations, recognize positive student behavior, improve attendance, and reduce discipline referrals.

Action Step #2

Monthly Student Recognition Program

Person Monitoring:

Brian Eschen, Kimberly Sibio, Casey Korkus

By When/Frequency:

Once a Month

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

Collect monthly student nominations from faculty and staff to recognize positive behavior and attendance, and provide incentives that encourage improved attendance and a reduction in discipline referrals.

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