

Volusia County Schools

Deltona Lakes Elementary School



2018-19 Schoolwide Improvement Plan

Deltona Lakes Elementary School

2022 ADELIA BLVD, Deltona, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Deltona Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Every year at Deltona Lakes newly entering Kindergarteners and parents are invited to an orientation in May. This gives our new parents insight into their new school. The Pre-Kindergarten students are invited into Kindergarten classrooms to participate for an hour. A tour of the school is also given. This makes parents feel comfortable before their child attends and they are able to connect some names and faces. Also, in August a "Meet and Greet" time is available to all students and parents to get to know their new teacher and where their new classroom is located. Various after school parent nights are held throughout the year such as Math, Science, Movie, Literacy Night, and also Fall Festival and Multicultural Festival. Also, we have some morning activities as well such as Dads and Donuts. Some of these events are learning opportunities and some are just a time to mingle with teachers, students and parents.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school has a Behavior Leadership Team that establishes rules and expectations for student behavior throughout the day. An Positive Behavior Plan system is in place that supports rewarding positive behaviors around campus. Each teacher can collect 'House Points' for their classroom and their students vote on their reward. House rewards are also given quarterly. Levels of rewards are designated by the BLT. A positive behavior plan has been implemented and will continue for the 2018-2019 school year.

All teachers provide supervision before and after school on a rotating basis. This provides visibility for supervision in the common areas around campus. Administrators are vigilant in the cafeteria in the morning and during lunch to help monitor those areas.

Deltona Lakes will continue with the Positive Behavior Plan and Social Emotional Learning Activities this year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Principal Planning Committee meets regularly to discuss behavioral data and to target students who appear on the EWS (Early Warning Systems). Student behaviors are dealt with by administration in a timely fashion once a referral is written. Administration also does quarterly behavioral assemblies outlining expectations and consequences to students.

Instructional time is a priority and protected by the principal. Interruptions are kept to a minimum in classrooms.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school offers the following non-violence and anti-drug programs.

*Red Ribbon Week

*Student Mentoring Program

*Individual and group sessions (as needed)

All students are screened quarterly for behavioral and social-emotional issues through the EWS system. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, school counselors and school social workers) provide direct and indirect evidenced-based supports to students identified through the screening measure.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions.

Year to date suspensions (at risk if 1 or more) including in school or out of school

Course failure in ELA or Math

Level 1 score on the statewide standardized assessment in ELA or Math

Pursuant to Florida Statue, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a meeting at the school.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	9	9	0	0	0	0	0	0	0	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	9	9	0	0	0	0	0	0	0	18

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The above data reflects the baseline number of students exhibiting 2 or more indicators as of August, 2018 and will be updated quarterly at the end of each 9 weeks.

The EWS report is used to determine school wide trends which impact the academic performance of students. As a result, indicators that are elevated (eg. attendance below 90%, patterns of office discipline referrals resulting in suspension) become the focus of school wide intervention efforts. These areas are addressed through school leadership meetings and during PLC in which group data are considered and evidenced based interventions are developed to address the areas of concern. For indicators sensitive to behavioral issues (eg. office discipline referrals and suspensions), interventions are provided directly and indirectly by the student services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the EWS report enables the school team to determine if interventions are successful in addressing areas of concern (ie. if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's PST and the parent is invited so that individual interventions can be developed and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662907>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Deltona Lakes offers a multitude of family and community events throughout the year such as:

- *Meet and Greet
- *New Kindergarten Orientation
- *Boo Hoo Breakfast
- *Dad's and Quizziz
- *Parent to Kid Workshops-English and Spanish versions

- *Open House
- *Fall Festival
- *ESOL Parent Leadership Council
- *Multicultural Festival
- *Math Night
- *Science Night
- *Literacy Week Activities
- *Red Ribbon Week-Say No to Drugs
- *Book Fair

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ortiz, Ramonita	Principal
Noga, Hope	Other
Brown, Kerrie	Instructional Coach
Cruz, Ingrid	School Counselor
Griffin, Tonya	Assistant Principal
Jones, Amanda	Teacher, K-12
Diallo, Jennifer	Instructional Coach
Zeidwig, Catherine	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school improvement plan is data driven and focuses on areas of school- based needs for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven

framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/school. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Deltona Lakes Elementary include:

- Academic Coaches for the purpose of comprehensive staff development. K-1, 2-3, 4-5
- Family Center Para-professional who facilitates our extensive parent involvement program
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C-Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X, Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Olweus Bullying Prevention Program

Nutrition Programs

Deltona Lakes Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Running Clubs

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Elementary Schools: N/A

Job Training

Deltona Lakes Elementary offers students' career awareness opportunities through career exploration, guest speakers from business and industry, Vehicle Day K-1 and field trips to business and industry locations.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ramonita Ortiz	Principal
Debbie Johnson	Teacher
Tara Lombardi	Teacher
Hope Noga	Teacher
Diane Hedges-Garcia	Parent
Cathy Flores	Education Support Employee
Sharon Peterson	Parent
Jennifer Lugo	Parent
Jessica Lehman	Parent
Diane Peterson	Parent
Amanda Jones	Teacher
Tara Rowley	Teacher
Lynn Hogan	Parent
Julie Korfage	Teacher
Rocio Naranjo	Parent
Jackie Turnow	Parent
Rachel Vaughn	Parent
Chasity Hanners	Parent
Kaitlyn Furst	Parent
Frances Miranda	Parent
Jen Petrusky	Parent
Angela Barbieri	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC chair presented the SAC Climate Survey data to the SAC team in May of 2018 and will be shared again for the new SAC members on August 30, 2018.

b. Development of this school improvement plan

The SAC was involved in reviewing the school data on August 30, 2018. The committee discussed ideas and strategies to improve academics. The ideas and strategies were presented to staff through a faculty meeting. The SAC will finalize the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The School's Title I budget plan was shared for input and discussion at the first SAC meeting of each year. At every SAC meeting updates on the school's budget and spending are shared. SAC is involved in voting on SAC requests for SAC funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds are allocated based on requests submitted by faculty and staff for materials related to support the school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Last year's funds were spent as follows:

Technology needs
Conferences
Materials

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ortiz, Ramonita	Principal
Noga, Hope	Other
Brown, Kerrie	Instructional Coach
Cruz, Ingrid	School Counselor
Griffin, Tonya	Assistant Principal
Diallo, Jennifer	Instructional Coach
Jones, Amanda	Teacher, K-12
Zeidwig, Catherine	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative this year will be the implementation of the academic rigor and collective efficacy in all academic areas. There will be continued implementation and monitoring of Ready Reading and Ready Writing materials with emphasis on the iready assessments throughout the year. The LLT will meet monthly to monitor the progress being made through multiple data sources: Eduphoria and Gradebook. The LLT will monitor through weekly PLC meetings with their respective grade levels that the curriculum maps and modules are being followed for each content area. Academic coaches will gather necessary resources and materials needed to support the curriculum maps, modules and the Florida Standards. The LLT will support the school's main focus of reading and writing achievement in every classroom. Professional Development will be provided based on specific needs of grade levels.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

At Deltona Lakes Elementary, we have incorporated an extended PLC weekly for each grade level. The Academic Coaches and Administration are available at each meeting to offer suggestions/input. Each PLC is driven by the grade level's needs. Generally, at PLC the data drives the discussion and plans are made to help students who are having difficulties. PLC this year will consist of helping the teachers implement the instructional shifts necessary for academic improvement.

The Academic Coaches are available to provide assistance with teacher collaboration and professional development. Administration conduct walk throughs to identify areas that may need follow up coaching. The coaches provide professional development and works with teachers to enhance instruction. The coaches are also available for the newly hired teachers as a resource when having difficulties in the classroom.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration participates in the district job fair and selects from the highly qualified applicants whenever possible. If no applicant is available, a highly qualified candidate is selected to be interviewed by a school based team. Hired applicants are kept informed of all professional development opportunities offered.

Administration works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching in the TIP (Teacher Induction Program) program. School based mentors are also available for first year teachers as well as new teachers to our school. Staff Development is provided by the Academic Coaches for teachers who are new to our school. Continuous support is provided for all teachers throughout the year by the Academic Coaches. Administration provides opportunities for classroom teachers to visit other model classrooms in the district. Grade Levels meet with their PLC weekly to provide support and strategies within their team. Administration is responsible for recruiting and maintaining highly qualified educators.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Deltona Lakes Elementary works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching in the TIP program. The first year teacher meets weekly with the PAR teacher to provide support in the area of lesson planning, classroom management and policies and procedures. DLE also provides a mentor teacher of the same grade level to provide guidance and support with VSET and with school based policies and procedures. Teachers in the second year of teaching y are paired with a mentor teacher at the school who meets with them once a month to work on various needs of the year 2 teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All Volusia County elementary schools have developed curriculum maps and online modules for each content area that are carefully aligned to the Florida Standards. Each module contains resources and materials for teachers to utilize in planning lessons. In PLC's, grade levels create formative and summative assessments in addition to the summative assessments the district provides. Professional Development is also carefully chosen to align with the Florida Standards and our school improvement

plan. Each teacher at Deltona Lakes has well planned, engaging lessons as observed through administration walk throughs that are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our school has extended PLC time weekly embedded into the school day. These meetings consist of monitoring data and using that data to drive instruction. Differentiated centers are created as well as small group instructional lessons. Each grade level participates in a walk-to intervention time daily. Students are divided by skills level for remediation or enrichment. Students are constantly reevaluated and placed accordingly in targeted groups. Students move as their skill level changes. Formative assessments are continuous pieces of data that are gathered to support this intervention. The Academic coaches and administration is provided copies of progress and skill groups. Academic coaches and administration are present during all PLC meetings. Also, DLE provides targeted before and after school tutoring opportunities for many students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,320

1. Before and After school tutoring programs are offered at Deltona Lakes Elementary in the areas of reading and math. The first tutoring sessions began in Sept. 2018 and finish in Nov. 2018. The second sessions begin in Jan. 2019 and finish in May 2019. The Academic Coaches will identify students for the tutoring program and send home invitations. Carefully tailored lessons will be provided for the tutors for explicit and systematic instruction.

Strategy Rationale

Tutoring can help struggling students to make learning gains when they are able to receive consistent remediation in deficit areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Kerrie , ksbrown1@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans are collected from tutoring teachers to ensure skills are being remediated and practiced. Also, reading assessments and FAIR data is monitored to ensure ongoing progress.

Strategy: After School Program

Minutes added to school year: 2,160

Identified ESOL students will participate in after school tutoring twice per week for one hour each. The first tutoring sessions began in Sept. 2018 and finish in Nov. 2018. The second sessions begin in Jan. 2019 and finish in May 2019. The ESOL teachers will identify students for the tutoring program and send home invitations. Imagined Learning lessons will be utilized based on the ESOL students instructional needs.

Strategy Rationale

Tutoring can help struggling students to make learning gains when they are able to receive consistent remediation in deficit areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ortiz, Ramonita, rortiz@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans are collected from tutoring teachers to ensure skills are being remediated and practiced. Also, reading assessments and FAIR data is monitored to ensure ongoing progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If Deltona Lakes Elementary fosters collective teacher efficacy and standards-aligned instruction in a student-centered environment, then student student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Deltona Lakes Elementary fosters collective teacher efficacy and standards-aligned instruction in a student-centered environment, then student student achievement will increase. **1a**

 G100524

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	57.0
Statewide Science Assessment Achievement	58.0
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal **3**

- 1. Lack of Knowledge of collective efficacy and standards instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Support
- Instructional Coaches
- Modules
- Curriculum Maps
- Title I Funds
- Digital Learning Teacher/Digital Learning
- SAC Funds
- Achieve the Core website
- Professional Learning

Plan to Monitor Progress Toward G1. **8**

SIP Progress Monitoring Meeting

Person Responsible

Ramonita Ortiz

Schedule

On 10/31/2018

Evidence of Completion

SIP Progress Monitoring Meeting Agenda/Minutes and Sign-in sheet, data review

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Ramonita Ortiz

Schedule

On 1/30/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Ramonita Ortiz

Schedule

On 7/26/2019

Evidence of Completion

Step Zero for 2018-2019

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If Deltona Lakes Elementary fosters collective teacher efficacy and standards-aligned instruction in a student-centered environment, then student student achievement will increase. 1

 G100524

G1.B1 1. Lack of Knowledge of collective efficacy and standards instruction. 2

 B271083

G1.B1.S1 1. Increase the teachers knowledge of collective efficacy and standards aligned instruction in ELA/Math/Science. 4

 S286977

Strategy Rationale

1. When teachers effectively embrace collective efficacy and hone in on standards aligned instruction learning will increase.

Action Step 1 5

Provide in depth Professional learning on teacher efficacy, ELA/Math/Science standards, and social emotional learning.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Agendas, Teacher sign in sheets, follow up coaching, Admin walk throughs, lesson plans

Action Step 2 5

Provide coaching, feedback and monitoring on the implementation of the ELA/Math/Science standards.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Follow up coaching, admin walk throughs, lesson plans

Action Step 3 5

Provide opportunities for teachers to design lessons aligned to the standards in ELA/Math & Science.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

PLC agendas/minutes, lesson plans, admin walk throughs

Action Step 4 5

Utilize standards-aligned materials/resources, including technology, that support implementation of the standards for ELA/Math/Science.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Follow up coaching, admin walk throughs, lesson plans

Action Step 5 5

Provide additional support for targeted students through before/after school tutoring in ELA/Math/ Science and also Saturday Camps.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Pre/Post assessments, sign in sheets, lesson plans

Action Step 6 5

Provide PLC time to analyze data and plan next steps.

Person Responsible

Ramonita Ortiz

Schedule

Weekly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Pre/Post assessments, sign in sheets, lesson plans

Action Step 7 5

Provide teachers opportunities to participate in school-based learning walks/classroom observations.

Person Responsible

Ramonita Ortiz

Schedule

Quarterly, from 9/4/2018 to 6/1/2019

Evidence of Completion

Agendas, Sign in sheets, parent input forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators/Coaches conduct learning walks.

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 9/4/2018 to 6/1/2019

Evidence of Completion

Agenda, sign in sheets, data collection, follow up coaching logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Schedule/secure district staff to provide PD on instructional shifts.

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Agendas/minutes, follow up coaching, admin walks throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly SLT meetings to determine status of completing action steps 1-6

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Agenda/minutes, sign in sheets, data reviews

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

During SLT meetings determine if PL was effective. (Classroom, observations, lesson plans, iready data)

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Admin walk throughs, lesson plans, iready data reviews

G1.B1.S2 2. Increase student and family knowledge of the standards in ELA/Math/Science and Leadership. 4

 S286978

Strategy Rationale

2. When families are actively engaged in activities related to the standards in all academic areas, student achievement will increase.

Action Step 1 5

Increase parent and family engagement activities in ELA/Math/Science and Leadership.

Person Responsible

Ramonita Ortiz

Schedule

Quarterly, from 8/13/2018 to 6/1/2019

Evidence of Completion

SAC minutes, parent and family plan, parent input forms, sign in sheets

Action Step 2 5

Implementation of Leadership strategies and student leadership opportunities.

Person Responsible

Ramonita Ortiz

Schedule

Quarterly, from 8/13/2018 to 6/1/2019

Evidence of Completion

Behavior Leadership Team, teacher input forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators/Coaches/Teachers plan effective family engagement activities for parents.

Person Responsible

Ramonita Ortiz

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, parent input forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly SLT meetings to determine status of completing action steps 1-2

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Agendas, minutes, sign in sheets, data review

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

During SLP meetings determine if parent engagement activities were effective.

Person Responsible

Ramonita Ortiz

Schedule

Monthly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Review parent input forms, data review

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Deltona Lakes Elementary fosters collective teacher efficacy and standards-aligned instruction in a student-centered environment, then student student achievement will increase.

G1.B1 1. Lack of Knowledge of collective efficacy and standards instruction.

G1.B1.S1 1. Increase the teachers knowledge of collective efficacy and standards aligned instruction in ELA/Math/Science.

PD Opportunity 1

Provide in depth Professional learning on teacher efficacy, ELA/Math/Science standards, and social emotional learning.

Facilitator

Academic Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 8/13/2018 to 6/1/2019

PD Opportunity 2

Provide coaching, feedback and monitoring on the implementation of the ELA/Math/Science standards.

Facilitator

Academic Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 8/13/2018 to 6/1/2019

PD Opportunity 3

Provide opportunities for teachers to design lessons aligned to the standards in ELA/Math & Science.

Facilitator

Academic Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 8/13/2018 to 6/1/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide in depth Professional learning on teacher efficacy, ELA/Math/Science standards, and social emotional learning.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	Title I, Part A		\$40,000.00
2	G1.B1.S1.A2	Provide coaching, feedback and monitoring on the implementation of the ELA/Math/Science standards.				\$137,718.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	Title, I Part A		\$137,718.00
3	G1.B1.S1.A3	Provide opportunities for teachers to design lessons aligned to the standards in ELA/Math & Science.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	Title I, Part A		\$4,000.00
4	G1.B1.S1.A4	Utilize standards-aligned materials/resources, including technology, that support implementation of the standards for ELA/Math/Science.				\$5,533.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	School Improvement Funds		\$5,533.00
5	G1.B1.S1.A5	Provide additional support for targeted students through before/after school tutoring in ELA/Math/Science and also Saturday Camps.				\$45,571.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	Title I, Part A		\$45,571.00
6	G1.B1.S1.A6	Provide PLC time to analyze data and plan next steps.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	School Improvement Funds		\$0.00
7	G1.B1.S1.A7	Provide teachers opportunities to participate in school-based learning walks/ classroom observations.				\$0.00

Volusia - 1811 - Deltona Lakes Elementary Schl - 2018-19 SIP
Deltona Lakes Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl			\$0.00
8	G1.B1.S2.A1	Increase parent and family engagement activities in ELA/Math/Science and Leadership.				\$4,575.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1811 - Deltona Lakes Elementary Schl	Title, I Part A		\$4,575.00
9	G1.B1.S2.A2	Implementation of Leadership strategies and student leadership opportunities.				\$0.00
Total:						\$237,397.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.MA1 M424790	During SLP meetings determine if parent engagement activities were effective.	Ortiz, Ramonita	8/23/2016	Review parent input forms, data review	6/2/2017 monthly
G1.B1.S2.MA1 M424791	Administrators/Coaches/Teachers plan effective family engagement activities for parents.	Ortiz, Ramonita	9/6/2016	Agendas, sign in sheets, parent input forms	6/2/2017 quarterly
G1.B1.S2.MA2 M424792	Monthly SLT meetings to determine status of completing action steps 1-2	Ortiz, Ramonita	8/23/2016	Agendas, minutes, sign in sheets, data review	6/2/2017 monthly
G1.MA1 M424793	SIP Progress Monitoring Meeting	Ortiz, Ramonita	10/31/2018	SIP Progress Monitoring Meeting Agenda/Minutes and Sign-in sheet, data review	10/31/2018 one-time
G1.MA2 M424794	SIP Midyear Review	Ortiz, Ramonita	1/30/2019	Midyear Review in CIMS	1/30/2019 one-time
G1.B1.S1.MA1 M424786	During SLT meetings determine if PL was effective. (Classroom, observations, lesson plans, iready...	Ortiz, Ramonita	8/13/2018	Admin walk throughs, lesson plans, iready data reviews	6/1/2019 monthly
G1.B1.S1.MA1 M424787	Administrators/Coaches conduct learning walks.	Ortiz, Ramonita	9/4/2018	Agenda, sign in sheets, data collection, follow up coaching logs	6/1/2019 monthly
G1.B1.S1.MA2 M424788	Schedule/secure district staff to provide PD on instructional shifts.	Ortiz, Ramonita	8/13/2018	Agendas/minutes, follow up coaching, admin walks throughs	6/1/2019 monthly
G1.B1.S1.MA3 M424789	Monthly SLT meetings to determine status of completing action steps 1-6	Ortiz, Ramonita	8/13/2018	Agenda/minutes, sign in sheets, data reviews	6/1/2019 monthly
G1.B1.S1.A1 A388749	Provide in depth Professional learning on teacher efficacy, ELA/Math/Science standards, and social...	Ortiz, Ramonita	8/13/2018	Agendas, Teacher sign in sheets, follow up coaching, Admin walk throughs, lesson plans	6/1/2019 weekly
G1.B1.S1.A2 A388750	Provide coaching, feedback and monitoring on the implementation of the ELA/Math/Science standards.	Ortiz, Ramonita	8/13/2018	Follow up coaching, admin walk throughs, lesson plans	6/1/2019 weekly
G1.B1.S1.A3 A388751	Provide opportunities for teachers to design lessons aligned to the standards in ELA/Math & Science.	Ortiz, Ramonita	8/13/2018	PLC agendas/minutes, lesson plans, admin walk throughs	6/1/2019 weekly
G1.B1.S1.A4 A388752	Utilize standards-aligned materials/ resources, including technology, that support implementation of...	Ortiz, Ramonita	8/13/2018	Follow up coaching, admin walk throughs, lesson plans	6/1/2019 weekly
G1.B1.S1.A5 A388753	Provide additional support for targeted students through before/after school tutoring in...	Ortiz, Ramonita	8/13/2018	Pre/Post assessments, sign in sheets, lesson plans	6/1/2019 weekly
G1.B1.S1.A6 A388754	Provide PLC time to analyze data and plan next steps.	Ortiz, Ramonita	8/13/2018	Pre/Post assessments, sign in sheets, lesson plans	6/1/2019 weekly
G1.B1.S1.A7 A388755	Provide teachers opportunities to participate in school-based learning walks/classroom observations.	Ortiz, Ramonita	9/4/2018	Agendas, Sign in sheets, parent input forms.	6/1/2019 quarterly
G1.B1.S2.A1 A388756	Increase parent and family engagement activities in ELA/Math/Science and Leadership.	Ortiz, Ramonita	8/13/2018	SAC minutes, parent and family plan, parent input forms, sign in sheets	6/1/2019 quarterly
G1.B1.S2.A2 A388757	Implementation of Leadership strategies and student leadership opportunities.	Ortiz, Ramonita	8/13/2018	Behavior Leadership Team, teacher input forms	6/1/2019 quarterly
G1.MA3 M424795	State Assessment Results	Ortiz, Ramonita	6/29/2019	Step Zero for 2018-2019	7/26/2019 one-time