

Hernando County School District

Deltona Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	11

Deltona Elementary School

2055 DELTONA BLVD, Spring Hill, FL 34606

<https://www.hernandoschools.org/des>

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

School Board Approval

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

SIP Authority

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>.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

In Partnership with parents and the community Deltona Elementary School is:
Determined to provide
Outstanding educational
Values to
Empower
Students

Perseverance, Respect, Integrity, Determination, Empowerment

Provide the school's vision statement.

ALL children WILL achieve at high levels.

School Leadership Team

Membership

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

Name	Title
Shellabarger, Debi	Principal
Keiper, Maureen	Assistant Principal
Branscomb, Joseph	Teacher, K-12
Divins, Kirk	Teacher, K-12
Casto, Cynthia	Teacher, K-12
Gracy, Jessica	Teacher, K-12
Gill, Brooke	Teacher, K-12
Makohon-Lynch, Sophia	Teacher, K-12
Piazza, Brenda	Teacher, K-12
Steele, Michelle	Other
Iannaccone, Michael	Teacher, K-12
Roush, Cindy	Instructional Coach
Gendron, Amy	School Counselor
Hill, Kenneth	Teacher, ESE

Duties

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

Debi Shellabarger (Principal) and Maureen Keiper (Assistant Principal) work with Instructional coaches to facilitate , support, and monitor standards-based instruction.
Cynthia Casto(Assessment teacher) provides data from the state and district assessments to guide standards-based instruction and remediation.

Cindy Roush (Math Coach) facilitates standards-based planning and provides support for teachers in implementing standards-based lessons.
Michelle Steele (Elementary Assistant) guides the Multi-Tiered system of student support process through facilitated grade level meetings, as well as parent meetings.
Amy Gendron (Guidance Counselor) helps increase student attendance and teacher/student contact time through PBS and supports provided to students.
Ken Hill, Jessica Gracy, Kirk Divins, Joe Branscomb, Mike Iannaccone, Brooke Gill, Brenda Piazza, and Sophia Lynch (School Based Leadership Team) are responsible for facilitating standards-based formative assessment SWAPs and reporting SWAP data at School Based Leadership meetings.

Early Warning Systems

Year 2017-18

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	19	62	46	49	51	41	0	0	0	0	0	0	0	268
One or more suspensions	1	6	9	7	10	10	0	0	0	0	0	0	0	43
Course failure in ELA or Math	12	1	1	3	0	2	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	11	22	42	0	0	0	0	0	0	0	75

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	12	6	8	8	23	33	0	0	0	0	0	0	0	90

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	0	0	6	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	4	3	0	4	0	1	0	0	0	0	0	0	0	12

Date this data was collected

Friday 9/7/2018

Year 2016-17 - As Reported

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	56	37	38	51	40	41	0	0	0	0	0	0	0	263
One or more suspensions	3	2	1	5	6	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	22	0	1	0	1	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	7	9	28	0	0	0	0	0	0	0	44

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	18	2	1	7	14	20	0	0	0	0	0	0	0	62

Year 2016-17 - Updated

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	56	37	38	51	40	41	0	0	0	0	0	0	0	263
One or more suspensions	3	2	1	5	6	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	22	0	1	0	1	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	7	9	28	0	0	0	0	0	0	0	44

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	18	2	1	7	14	20	0	0	0	0	0	0	0	62

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest 25th percentile in math performed the lowest. This is a school trend with Math data for the 2017-2018 school year, however it is not a historical trend for Deltona. Our lowest 25th percentile performed at 59% in 2017. Our lowest 25th percentile performed at 22% in 2018. We believe there was a lack of overall rigor with the core instruction in the 17-18 school year which greatly impacted our lowest 25th percentile as well as our overall school math scores.

Which data component showed the greatest decline from prior year?

Math lowest 25th percentile. Our lowest 25th percentile in math decreased by 37% from the prior year.

Which data component had the biggest gap when compared to the state average?

In comparison to the state average, Math learning gains had the biggest gap with a 31% difference.

Which data component showed the most improvement? Is this a trend?

Although we decreased 2% in ELA Learning Gains. This was the smallest decrease and is a school trend.

Describe the actions or changes that led to the improvement in this area.

N/A

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	55%	56%	59%	51%	52%
ELA Learning Gains	51%	53%	55%	57%	48%	52%
ELA Lowest 25th Percentile	45%	51%	48%	51%	40%	46%
Math Achievement	48%	62%	62%	66%	63%	58%
Math Learning Gains	28%	53%	59%	56%	58%	58%
Math Lowest 25th Percentile	22%	43%	47%	36%	43%	46%
Science Achievement	45%	58%	55%	50%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (56)	62 (37)	46 (38)	49 (51)	51 (40)	41 (41)	268 (263)
One or more suspensions	1 (3)	6 (2)	9 (1)	7 (5)	10 (6)	10 (2)	43 (19)
Course failure in ELA or Math	12 (22)	1 (0)	1 (1)	3 (0)	0 (1)	2 (0)	19 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (7)	22 (9)	42 (28)	75 (44)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	62%	-5%	57%	0%
	2017	64%	61%	3%	58%	6%
Same Grade Comparison		-7%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	50%	53%	-3%	56%	-6%
	2017	48%	55%	-7%	56%	-8%
Same Grade Comparison		2%				
Cohort Comparison		-14%				
05	2018	43%	53%	-10%	55%	-12%
	2017	53%	54%	-1%	53%	0%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	67%	-13%	62%	-8%
	2017	62%	66%	-4%	62%	0%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	48%	60%	-12%	62%	-14%
	2017	63%	66%	-3%	64%	-1%
Same Grade Comparison		-15%				
Cohort Comparison		-14%				
05	2018	32%	56%	-24%	61%	-29%
	2017	55%	57%	-2%	57%	-2%
Same Grade Comparison		-23%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	56%	-14%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	32	44	24	30	28	13				
ELL	56	67		38	27						
BLK	31	40		35	8						
HSP	58	53	53	47	26	27	33				
MUL	53			59							
WHT	53	49	41	48	29	24	46				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	51	51	48	45	27	17	43				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	37	40	36	49	58	29				
ELL	27	50		36	80						
BLK	47	58		47	33						
HSP	49	51	60	55	67	67	56				
MUL	60	50		73	50						
WHT	58	53	51	62	56	59	63				
FRL	55	51	54	59	55	57	56				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Fidelity of increased rigor in core curriculum areas.
Rationale	Due to a large decrease in overall math scores and decreases in other curriculum areas we must focus on rigor in our core curriculum areas. Teachers will utilize the writing process to increase overall rigor in all subject areas. Our students will be able to compose and write for a variety of purposes and audiences during literacy and mathematics instruction.
Intended Outcome	All students will be mathematically proficient. In addition, overall student achievement in all curriculum areas will show a documented increase of 5% or greater on all state wide assessments.
Point Person	Debi Shellabarger (shellabarger_d@hcsb.k12.fl.us)

Action Step

Description	Implement monthly grade level data based meetings with administration. Continue bi-monthly school based leadership team meetings to review formative vs. standard mastery proficiency in efforts to ensure formative assessments meet rigor across all grade levels.
Person Responsible	Debi Shellabarger (shellabarger_d@hcsb.k12.fl.us)

Plan to Monitor Effectiveness

Description	Review progress monitoring data at grade level and school based leadership meetings to ensure formatives are meeting standard mastery rigor.
Person Responsible	Debi Shellabarger (shellabarger_d@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Each new school year we invite parents to a special open house for our kindergarten students where information is shared with parents through a presentation on kindergarten expectations and the families at that time meet their teacher. We hold another beginning of the year open house for first through fifth grades so that they may meet the new teacher(s), as well become familiar with arrival and dismissal procedures, food services, YMCA support, and SAC.

Throughout the school year, parents and families have the opportunity to hold parent teacher conferences to discuss student data, agendas, curriculum, and chalk. Home to school communication is extremely important in order for us to create a successful school year for students. We also hold many parent nights to share information on grade level standards, progress the student has made and available resources. In addition, we have our annual Title I and Winter Wonderland nights.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

At Deltona Elementary School we have many unique programs to help meet the social and emotional needs of our students:

1. Attendance Mentors-staff members are assigned to students with truancy concerns to encourage them to attend school on a regular basis and monitor their attendance.
2. Social Skills Groups-weekly social skills groups with behavior monitor to review and enforce school wide expectations.
3. Skill Building- one on one meetings with guidance counselor to address individual student needs.
4. PBS- school wide behavior system to promote positive behavior.
5. Baycare groups- community mental health specialists confer with students identified by school guidance counselor who are in need of coping skills.
6. People Helping People- provide students with a backpack filled with nutritional snacks every Friday. Students who are eligible are identified by teachers and school guidance counselor.
7. Uniform Exchange Program-uniforms are available to students.

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

Deltona Elementary School invites community preschools with incoming kindergarten students to visit and take a tour of the school. Overall school wide expectations and grade level expectations are reviewed. A special Kindergarten open house presentation is given to all parents of incoming kindergarten students where expectations are shared.

Students being promoted to 6th grade attend an assembly orientation from the middle school that they will be attending. In addition the students are invited to spend a day in the life of a middle school student

in preparation for their upcoming year. Students identified with an Individual education plan may attend transition staffing to make sure their individual needs are met.

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.

Deltona Elementary School has a school based leadership team which meets on the first and third Wednesday of each month. This team consists of curriculum leaders, administration, core members, and a representative from each grade level, specials department, and resource/special programs. At each meeting the representatives share weekly common assessments/formative assessments/ and standard mastery data specific to their grade level and/or program by displaying graphs representing student performance. The team discusses possible areas of concern and brainstorms solutions that will have the highest impact on student performance and achievement. These meetings allow vertical alignment as well as provide an understanding of how each additional program supports every student. Title I provides funding for most of the the additional programs at Deltona such as computer labs, resource teachers, and supplemental programs. A staff member ensures that there is an agenda, meeting minutes, an action plan is created, and a sign-in sheet is available for all participants. Title I Facilitator is also responsible for the coordination and integration of federal, state, and local services and programs for Deltona Elementary School.

In addition, core school based leadership team meets bi-weekly at a separate meeting to address any areas of concern discussed during regular meetings. Once discussed, future Professional Learning Communities are set up based on schools current needs. These meetings are also used to discuss individual students receiving Multi-tiered System of Student Support to monitor their performance and decide the best course of action for their continued educational success. The Title I facilitator maintains a property inventory using Alexandria which is our district wide management software for tracking the cost, location and condition of items purchased using Title I funds.

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

Part V: Budget	
Total:	\$0.00