

Volusia County Schools

# Deltona Middle School



2019-20 Schoolwide Improvement Plan

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# Deltona Middle School

250 ENTERPRISE RD, Deltona, FL 32725

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

## Demographics

**Principal: Stephen Hinson C**

Start Date for this Principal: 7/23/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (54%) 2016-17: B (56%) 2015-16: C (49%) 2014-15: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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# Deltona Middle School

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>80%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>61%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

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## 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.

The faculty, staff, and community of Deltona Middle School share the responsibility for guiding our students toward academic growth and emotional development essential for continued learning and lifelong success in a culturally diverse society.

#### Provide the school's vision statement.

The Deltona Middle School family is dedicated to the maximum growth of our students. By forming a partnership with our community, we create a caring and accepting environment for all. We rise to the challenge as we charge toward a positive tomorrow.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Feltner, Kim	Principal	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
Nigro, Linda	Dean	Monitor SEL strategies and classroom management strategies
Seidel, Susan	Assistant Principal	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
Rheinheimer, Julie	Instructional Coach	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
Robinson, Stephanie	Instructional Coach	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
Hulette, Denise	Teacher, K-12	Facilitate SAC meetings
Acker, Amy	Instructional Coach	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
Caffieri, Tanya	Instructional Coach	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.
DiGrazia, Stephanie	Assistant Principal	Monitor fidelity of classroom instruction. Monitor faculty and integration of strategies.

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	407	419	373	0	0	0	0	1199
Attendance below 90 percent	0	0	0	0	0	0	26	44	43	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	1	7	7	0	0	0	0	15
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	0	0	141	139	120	0	0	0	0	400

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	23	21	0	0	0	0	54

**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	0	0	0	0	0	0	6	12	8	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

79

**Date this data was collected or last updated**

Thursday 9/5/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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	0	0	0	0	0	0	61	61	50	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	38	107	88	0	0	0	0	233
Course failure in ELA or Math	0	0	0	0	0	0	25	31	36	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	0	0	0	141	139	120	0	0	0	0	400

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	61	88	70	0	0	0	0	219

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	51%	54%	49%	51%	52%
ELA Learning Gains	54%	51%	54%	56%	53%	54%
ELA Lowest 25th Percentile	44%	42%	47%	39%	40%	44%
Math Achievement	47%	54%	58%	51%	53%	56%
Math Learning Gains	48%	51%	57%	59%	53%	57%
Math Lowest 25th Percentile	41%	42%	51%	38%	42%	50%
Science Achievement	55%	58%	51%	56%	59%	50%
Social Studies Achievement	61%	71%	72%	67%	71%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	407 (0)	419 (0)	373 (0)	1199 (0)
Attendance below 90 percent	26 ( )	44 ( )	43 ( )	113 (0)
One or more suspensions	1 ( )	7 ( )	7 ( )	15 (0)
Course failure in ELA or Math	0 ( )	0 ( )	0 ( )	0 (0)
Level 1 on statewide assessment	141 ( )	139 ( )	120 ( )	400 (0)

**Grade Level Data**

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	50%	-4%	54%	-8%
	2018	40%	48%	-8%	52%	-12%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	46%	47%	-1%	52%	-6%
	2018	34%	47%	-13%	51%	-17%
Same Grade Comparison		12%				
Cohort Comparison		6%				
08	2019	44%	50%	-6%	56%	-12%
	2018	54%	56%	-2%	58%	-4%
Same Grade Comparison		-10%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	48%	-8%	55%	-15%
	2018	38%	49%	-11%	52%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	52%	47%	5%	54%	-2%
	2018	48%	44%	4%	54%	-6%
Same Grade Comparison		4%				
Cohort Comparison		14%				
08	2019	18%	29%	-11%	46%	-28%
	2018	33%	37%	-4%	45%	-12%
Same Grade Comparison		-15%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	52%	57%	-5%	48%	4%
	2018	57%	60%	-3%	50%	7%
Same Grade Comparison		-5%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	59%	68%	-9%	71%	-12%
2018	48%	66%	-18%	71%	-23%
Compare		11%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	68%	54%	14%	61%	7%
2018	90%	57%	33%	62%	28%
Compare		-22%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	100%	55%	45%	57%	43%
2018	96%	55%	41%	56%	40%
Compare		4%			

### Subgroup Data

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	20	40	34	22	36	29	23	38			
ELL	30	44	38	30	41	36	26	40	55		
ASN	47	58		58	47						
BLK	42	54	55	44	40	27	52	46	81		
HSP	41	50	42	42	49	45	45	59	65		
MUL	47	52		45	43		69	57	40		
WHT	53	57	46	52	50	46	65	70	70		
FRL	43	52	43	44	46	40	52	57	66		

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	27	42	41	28	47	46	39	29	67		
ELL	23	39	38	30	43	44	35	21	91		
ASN	63	64		63	64						
BLK	36	40	43	45	49	40	50	62	94		
HSP	44	48	46	48	51	45	55	45	81		
MUL	41	37		62	48			73			
WHT	50	48	41	59	60	55	67	55	86		
FRL	44	46	41	50	53	46	58	49	87		
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	18	42	36	19	44	33	22	38			
ELL	19	39	33	27	47	30	17	34			
ASN	90	70		90	90						
BLK	43	53	41	42	57	41	38	60	91		
HSP	44	53	37	48	57	39	46	64	86		
MUL	58	48		58	52			50			
WHT	55	61	41	56	60	36	69	72	86		
FRL	44	54	38	47	55	36	49	63	80		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

SWD - LQ LG was a 17% decrease in Math. Inexperience and lack of knowledge in differentiating the curriculum to meet the needs of a student with a disability.

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

Math - two teachers had extended leaves of absence. Academic math was only available for the first half of the year.

**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.**

Math and Social Studies with 11 points below the state average. See above concerning math.

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

Social Studies with an increase of 9%. Rearranged Civics teachers

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Level 1 on State Assessment and attendance

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

1. Math
2. SWD learning gains
3. SEL
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	7% decrease in LG scores from 55 to 48; 7% decrease in LQ LG scores from 48 to 41; ELL LQ LG decrease 10% from 46 to 36; SWD LQ LG decrease 17% from 46 to 29; SWD LG decrease 11% from 47 to 36
<b>State the measurable outcome the school plans to achieve</b>	SWD increase from 36 to 42 ELL increase from 36 to 42 Overall increase from 48 to 62
<b>Person responsible for monitoring outcome</b>	Kim Feltner (ksfeltne@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Standards Based instruction
<b>Rationale for Evidence-based Strategy</b>	Research Based Practice
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data chats during PLCs to monitor the progress of all students including those in our ESSA Subgroups.</li> <li>2. Monthly Coaches Meetings to review and monitor PL and instruction happening in the classrooms.</li> <li>3. Walk Throughs - Admin and Coaches - to monitor instruction in the classes</li> <li>4. Learning Walks - LQ and overall - Schoolwide - to observe strategies used in classrooms to address the ESSA Subgroups</li> <li>5. Subject Based Learning Walks in model classrooms - to assist teachers in classroom management and engagement strategies</li> <li>6. Best Practices Workshops (new teachers and/or coaches)</li> <li>7. LQ Data Chats with Principal and Curriculum AP - to monitor progress of those students in LQ including those in our ESSA Subgroups</li> </ol>
<b>Person Responsible</b>	Kim Feltner (ksfeltne@volusia.k12.fl.us)

<b>#2</b>	
<b>Title</b>	SWD Schoolwide
<b>Rationale</b>	Overall 32% which is a decrease of 8% Achievement - ELA - 7% decrease from 27 to 20; Math - 6% decrease from 29 to 22; Science - 16% decrease from 39 to 23. LG - Math - 11% decrease from 47 to 36. LQ LG - ELA - 7% decrease from 41 to 34; Math 17% decrease from 46 to 29

<b>State the measurable outcome the school plans to achieve</b>	Increase overall SWD score from 32 to 42
<b>Person responsible for monitoring outcome</b>	Kim Feltner (ksfeltne@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Standards Based Instruction Differentiated Instruction and Accommodations for SWDs and ELLs
<b>Rationale for Evidence-based Strategy</b>	Research Based Strategy

<b>Action Step</b>	
<b>Description</b>	1. Move Science certified ESE teacher to 8th grade support 2. ERPL - District facilitated - Accommodations and Collaborative Practices to support those students in our ESSA Subgroup 3. Development of "IEP at a Glance" for teachers to easily access (shared in Office 365) 4. Meet with SF and CT monthly to discuss interventions - monitored by admin and coaches 5. LQ Data Chats with Principal, Curriculum AP and ESE AP - to monitor progress of those students in LQ including those in our ESSA Subgroups
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Social Emotional Learning for all students

**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 Schoolwide Improvement Plan 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.**



Parents are encouraged to participate in a variety of school wide initiatives. Weekly School Messenger messages are sent as reminders of different events and opportunities to expand students learning and connections with the school. The School Messenger messages are automated to account for student absences and when a student fails a summative exam. During our Open House on Sept 17, parents reviewed students class schedules, listened to teacher expectations, learned how to access Focus and how to intervene/what to expect if their child is struggling. Our school website is updated monthly to highlight student achievements and to reward citizenship. Our School Advisory Committee includes a majority of school parents and students who help align our school improvement process.

### **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.**

#### SEL Lessons during Homeroom

The SEL TOA will provide each Homeroom teacher with monthly power point lessons that encompass self-management, self-awareness, social awareness, responsible decision making and relationship skills. The SEL lessons are to be presented Monday, Tuesday, Thursday and Friday in homeroom. Each month there will be a theme and word of the month. Teachers will display the word and theme in their classrooms.

#### Students and Staff of the Month

"I See You" forms will be made available to staff in the mailroom and students in the cafeteria. This is an opportunity for teachers, staff and students to recognize each other when they are displaying SEL skills. The "shout outs" will be read during morning announcements for the entire school to hear. A certificate will be presented to the individual being recognized, along with the "I See You" completed form.

#### Monitoring Attendance

The school counselors will meet weekly with the school social worker to discuss attendance concerns. The school counselors will contact a student's parent/guardian after meeting with the school social worker and reviewing the truancy report. The guidance clerk will provide the counselors with 5, 10, and 15 day absentee letters that are mailed home to parents. The counselors will meet with the individual students and follow up with a phone call home to discuss the reasons for the absences. After 15 days, an attendance contract will be signed by the parent and student. The counselors will reinforce the importance of daily attendance by recognizing students with perfect attendance at the end of each semester.

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

Student schedules are built based upon academic needs and the supported by those needs. Adults and programs are curtailed to satisfy those needs. Therefore, students with similar needs are grouped together (toggled) and sections are determined based on the numbers needed. Depending on the type of program it is- that cohort group can move together throughout the day so that they have the same teachers which provides greater commonality and structure for the structure for the students. With our ESOL students, those students move as a group and have the support of a paraprofessional in their core subjects who ensures accommodations are being made and their class sizes are smaller. Our ESE students have annual meetings as they transition grade levels to consider placement decisions. To transition into high school, we bring administration/counselors from the high schools to help our teachers recommend courses accurately.

**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.**

Our leadership team identifies systematic, instructional, and student needs. School wide structures have been established to increase teacher/administration collaboration, development, and individual student analysis. Twice a quarter, school counselors, academic coaches, intervention teachers, and administration review each student's individual progress by grade level. School counselors have formulated a detailed spreadsheet that include an analysis of early warning systems to further support individual needs. These needs are then tiered and addressed by need. Our Problem Solving Team and IEP Review process allow students' needs to be fully analyzed and reviewed by parents, teachers, and specialists.

The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

The school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. This year Deltona Middle has increased to have seven academies: STEM- 6th-8th graders, Performing Arts Academy for 7th and 8th graders and an AgriScience Academy- 6th - 8th graders, Culinary & Tourism - 7th-8th graders, Health & Sports - 6th-8th graders, International Studies - 6th - 8th graders and Community Involvement Academy for our Access Students in the ESE program. Teachers in each academy collaborate regularly to integrate instruction in their academy area.

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

Middle school students are exposed to college and career awareness through planning sessions provided by our guidance counselors, district fairs, partnering schools, and local community speakers. The school offers students elective courses in agriculture, art, culinary, spanish, marketing, business, technology, PE, band, orchestra, and peer counseling. Parents and students are informed about each of these elective course offerings and select which they'd like to consider for the upcoming school year.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Math Learning Gains	\$0.00
2	III.A.	Areas of Focus: SWD Schoolwide	\$0.00
<b>Total:</b>			<b>\$0.00</b>