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Deltona Lakes Elementary School

2022 ADELIA BLVD, Deltona, FL 32725

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

Demographics

Principal: Chad Miller A

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: C (48%) 2015-16: D (40%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">82%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">60%</p>

School Grades History

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

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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.

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

Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

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
Ortiz, Ramonita	Principal	Principal--Oversees all of school operations
Noga, Hope	Other	Teacher on Assignment-Handles discipline for the school.
Cruz, Ingrid	School Counselor	Guidance counselor-SEL of the school
Jones, Amanda	Teacher, K-12	Teacher-5th grade
Brown, Kerrie	Instructional Coach	Academic Coach-K & 1
Diallo, Jennifer	Instructional Coach	Academic Coach-4 & 5
Zeidwig, Catherine	Instructional Coach	Academic Coach-2 & 3
Griffin, Tonya	Assistant Principal	Assistant Principal-Oversees school operations

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	113	104	98	95	127	115	0	0	0	0	0	0	0	652
Attendance below 90 percent	22	29	16	17	24	26	0	0	0	0	0	0	0	134
One or more suspensions	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	5	4	4	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	13	23	48	0	0	0	0	0	0	0	84

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	1	1	1	6	7	13	0	0	0	0	0	0	0	29

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	3	4	5	4	0	0	0	0	0	0	0	0	0	16
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)

63

Date this data was collected or last updated

Monday 9/9/2019

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	1	2	3	8	10	0	0	0	0	0	0	0	24
One or more suspensions	1	2	0	3	2	0	0	0	0	0	0	0	0	8
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	2	8	8	0	0	0	0	0	0	0	18

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	1	2	3	10	10	0	0	0	0	0	0	0	26

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	52%	56%	57%	51%	55%	55%
ELA Learning Gains	50%	56%	58%	53%	53%	57%
ELA Lowest 25th Percentile	47%	46%	53%	39%	44%	52%
Math Achievement	56%	59%	63%	53%	62%	61%
Math Learning Gains	47%	56%	62%	51%	58%	61%
Math Lowest 25th Percentile	41%	43%	51%	37%	47%	51%
Science Achievement	53%	57%	53%	52%	59%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	113 (0)	104 (0)	98 (0)	95 (0)	127 (0)	115 (0)	652 (0)
Attendance below 90 percent	22 ()	29 ()	16 ()	17 ()	24 ()	26 ()	134 (0)
One or more suspensions	1 ()	1 (0)	2 (0)	0 (0)	0 (0)	0 (0)	4 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	5 (0)	4 (0)	4 (0)	13 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	13 (0)	23 (0)	48 (0)	84 (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
03	2019	57%	58%	-1%	58%	-1%
	2018	60%	56%	4%	57%	3%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	48%	54%	-6%	58%	-10%
	2018	50%	54%	-4%	56%	-6%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				
05	2019	46%	54%	-8%	56%	-10%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	60%	6%	62%	4%
	2018	62%	58%	4%	62%	0%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	53%	59%	-6%	64%	-11%
	2018	59%	60%	-1%	62%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				
05	2019	46%	54%	-8%	60%	-14%
	2018	43%	57%	-14%	61%	-18%
Same Grade Comparison		3%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	56%	-6%	53%	-3%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C 2017-18
SWD	16	36	37	20	39	44	26				

2019 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 2017-18	C & C Accel 2017-18
ELL	28	36	32	37	36	35	48				
BLK	49	52		35	48	45	33				
HSP	48	43	35	54	44	34	51				
MUL	47			60							
WHT	58	56	61	64	50	53	59				
FRL	49	49	50	55	45	45	49				
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	11	33	32	18	35	23	23				
ELL	39	48	64	44	50	36	54				
BLK	37	33	21	35	27	21	29				
HSP	54	54	63	53	50	27	58				
MUL	64			73							
WHT	54	53	38	68	52	44	67				
FRL	50	51	45	54	47	33	53				
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	11	27	21	26	38	35	5				
ELL	34	42	42	39	42	31	15				
BLK	42	40	25	29	47	50	50				
HSP	49	54	44	49	54	35	40				
MUL	90			80							
WHT	54	53	36	64	48	24	59				
FRL	47	49	40	49	50	36	50				

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	66
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
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	47
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	54
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	
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	51
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.

Subgroup: SWD 35%

Deltona Lakes has a large population of ESE students that contribute to these gaps. An additional ESE support facilitation teacher has been allotted to our school for this year for a total of 6 teachers. This will help meet the needs of our ESE students to promote learning gains.

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

Science data declined from 57% to 53%. DLE is still at the state average and slightly behind the district.

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 Learning Gains --DLE 47% State 62%

Deltona Lakes has a large population of ESE students that contribute to these gaps. An additional ESE support facilitation teacher has been allotted to our school for this year for a total of 6 teachers. This will help meet the needs of our ESE students to promote learning gains.

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

Math Lowest 25% showed the most improvement. DLE improved from 31% to 41% making gains. This is still low and an area of need this year but overall improvement was noted.

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

Attendance is a concern. Also, students with an FSA level 1 in ELA and/or Math.

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

1. Math Learning Gains and Lowest Quartile
2. ELA Learning Gains and Lowest Quartile
3. SWD proficiency
4. ELL proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math
Rationale	SWD subgroup: 20% proficiency, 39% Learning Gains, 44% Lowest Quartile
State the measurable outcome the school plans to achieve	Improve Math Learning Gains and Lowest Quartile by 5%.
Person responsible for monitoring outcome	Ramonita Ortiz (rortiz@volusia.k12.fl.us)
Evidence-based Strategy	Collaborative Planning
Rationale for Evidence-based Strategy	Collaborative Planning has an Effect Size of 1.57. Collaborative planning this year is extremely important because of the new Math Pearson curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Learning on the new Pearson Math curriculum 2. Coaching, Feedback and monitoring of implementation of the Math curriculum. 3. Conduct Learning Walks during Math Instruction 4. Math Intervention Teacher 5. Analysis of data: iready, district, IXL, Formative Assess., ESGI 6. Provide Math tutoring for targeted students 7. Collaborative planning days; Quarterly for grade levels 8. Data Chats; ESSA subgroups, ESE and ELL, General Ed. teachers 9. Family Math Night-Make & Take Activities
Person Responsible	Ramonita Ortiz (rortiz@volusia.k12.fl.us)

#2	
Title	ELA
Rationale	SWD subgroup: 16% proficiency, 36% Learning Gains, 37% Lowest Quartile
State the measurable outcome the school plans to achieve	Improve ELA Learning Gains and Lowest Quartile by 5%.
Person responsible for monitoring outcome	Ramonita Ortiz (rortiz@volusia.k12.fl.us)
Evidence-based Strategy	Collaborative Planning
Rationale for Evidence-based Strategy	Collaborative Planning has an Effect Size of 1.57. Collaborative planning this year is extremely important because of the new ELA Wonders curriculum and the new Math Pearson curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Learning on the new ELA Wonders curriculum 2. Coaching, Feedback and monitoring of implementation of the Wonders curriculum. 3. Conduct Learning Walks during ELA Instruction 4. ELA Intervention Teacher 5. Analysis of data: iready, district, Formative Assess..., ESGI 6. Provide ELA tutoring for targeted students 7. Collaborative planning days; Quarterly for grade levels 8. Data Chats; ESSA subgroups, ESE and ELL, General Ed. teachers. 9. Additional PLC ELA Best Practices 10. Family Literacy Night Activities--Math & Take
Person Responsible	Ramonita Ortiz (rortiz@volusia.k12.fl.us)

#3	
Title	Science
Rationale	Science Proficiency 53%
State the measurable outcome the school plans to achieve	Improve Science Proficiency by 5%
Person responsible for monitoring outcome	Ramonita Ortiz (rortiz@volusia.k12.fl.us)
Evidence-based Strategy	Collaborative Planning
Rationale for Evidence-based Strategy	Collaborative Planning has an Effect Size of 1.57.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Learning on the Science curriculum 2. Coaching, Feedback and monitoring of implementation of the Science curriculum. 3. Conduct Learning Walks during Science Instruction 4. Science Camp and additional Science Instruction during special area 5. Analysis of data: district, SMT, Formative Assess. 6. Targeted Science Camps and tutoring 7. Collaborative planning days; Quarterly for grade levels 8 Family Science Night-Standards based activities .
Person Responsible	Ramonita Ortiz (rortiz@volusia.k12.fl.us)

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).

Science will also be addressed through tutoring and science camps. Science data will be monitored. Professional learning on Science will take place through PLC's.

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.

Deltona Lakes Elementary will foster positive relationships with our families and community members in various ways. DLE will host many family engagement activities that will focus specifically on fostering academics. For example, a math night make and take will take place. Also, we will conduct a Science Night to engage families in the science standards. This will allow the parents to learn a skill along with their child and take that skill home to continue to practice. Events and classroom activities are

communicated in various ways such as our school website, school newsletter and school marquee. Our daily school news is viewable on youtube for our families as well.

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.

Deltona Lakes Elementary students receive instruction and practice in social-emotional learning through the Sanford Harmony curriculum implemented weekly by the teachers. This includes Meet-Up meetings, Buddy-Up, and weekly lessons on topics. The school counselor also does classroom counseling lessons based on need and requests by teachers. Students are seen as needed for short-term counseling based on teacher, parent, or student request. Referrals for community-based mental health services are submitted when long-term counseling is needed. Teachers also implement the 7 Habits of Happy Kids curriculum with all students.

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

Deltona Lakes Elementary provides a welcoming environment as new students enter our school. DLE hosts 5 Pre K classrooms. Upon transitioning to kindergarten, the students have an opportunity to visit a kindergarten classroom prior to the transition. Professional Learning is interwoven throughout the year to allow for vertical articulations of next grade level. Fifth grade has assembly opportunities for transitioning to middle school. Each student chooses their course direction for electives. Each family has an opportunity to visit the middle school for orientation.

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 Lakes uses a variety of data to identify and align available resources. Data was reviewed to determine a need for 3 Academic Coaches and 2 Intervention Teachers. During SLT, it was determined that teachers need additional planning time to align the new ELA and math curriculum. Additional planning days will be utilized by grade levels quarterly. DLE's math data reflected a need to purchase an additional math program for more practice at school. Also, additional science tutoring will take place. School based leadership team consisting of the principal, Ms. Ortiz, will meet monthly to review present data and plan any additional steps.

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

Deltona Lakes Elementary provides career awareness in many ways. This year schoolwide students are completing a goals project. This includes goals for their future career path. Classrooms invite members of the community to speak to students about different professions. Each year we host a Vehicle Day showcasing various careers in the area. Our School Counselor shares information regarding different career path opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Math	\$0.00
2	III.A.	Areas of Focus: ELA	\$0.00
3	III.A.	Areas of Focus: Science	\$0.00
Total:			\$0.00