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Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

DeLand Middle will implement strong grade level instruction and deep engagement resulting in increased student achievement.

Provide the school's vision statement.

The community of DeLand Middle will make a positive difference in the lives of the students and families we serve by creating an environment of high expectations where student, family, and faculty voice is the norm.

We will provide access to strong grade level instruction and deep engagement, resulting in increased student achievement.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
DeVito, John	Principal	Provide strategic direction throughout the school year, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Alejandro, Efrain	Assistant Principal	Monitor ESSA data, provide professional learning specific to the needs of ESE/504 students and staff, assist in creating master schedule to fulfill the needs of students IEP's who require support and separate class instruction. 7th Grade Administrator.
Rainge, Kemisha	Assistant Principal	Oversee Safety and Security of the school and monitor/ implement strategic action steps pertaining to student, staff, and campus safety. Support and foster the school's instructional strategy while ensuring its successful execution. 6th Grade Administrator over discipline, develop standardized curricula, assess teaching methods/ practices, Assist in progress monitoring of school wide discipline data and EWS.
Wiseman, Kristina	Assistant Principal	Oversee master scheduling. Monitor school data. Assist with the implementation and training of state testing. Monitor the assessment process for fidelity. Assist in progress monitoring of school wide discipline data and EWS. 8th grade administrator over discipline. Oversee MTSS and PST Process,
Arico Jones, Angela	Dean	Plan and direct activities related to discipline and coordinate/ facilitate PL on Restorative Practices, while assisting with discipline across all three grade levels. Grow school business partnerships and SAC Co-Chair. Sets up, administers and monitors students while taking standardized tests. Testing coordinator will also ensure that students and staff are adhering to testing requirements while maintaining the integrity of all tests and secure all materials. Assist with PBIS Team and Tier 2 supports, New Teacher Support Contact.
McTyer, Andrea	Math Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. Math Department Chair, monitor and help facilitate district assessments. PBIS Chair, coordinate monthly tier 1 meetings. Assist staff in the implementation of PBIS.
Cameron-Goddard, Jennifer	Reading Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. ELA/Reading Department Chair, monitor and help facilitate district assessments.
Owen, Carrie	Teacher, Career/ Technical	Department chair for electives and career and technical education. Member of the PBIS Tier 1 team. Assists the PBIS team in developing schoolwide

Name	Position Title	Job Duties and Responsibilities
		procedures and training and supporting teachers with the implementation of PBIS.

Akers, Timothy Teacher, K-12 AVID Coordinator, Lead AVID PLC's, monitor implementation of the AVID. Assist in the professional learning of AVID strategies.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team is selected to represent all diverse groups, to include academic coaches, administration, teachers and ESE representation. The leadership team shares the information with their respective teams and the teams provide additional input. Community and family input is solicited through our first SAC meeting and online suggestions. Parent and community SIP input is advertised through school messenger, social media and the marquee.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored through our School leadership team meeting on a monthly basis. PLC meetings will analyze district assessment data and teams will discuss what is working and what needs to be done to help close the achievement gaps in all subgroups. Behavior and academic data will be analyzed and discussions will be ensued to decide what adjustments to the SIP plan need to be made.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	92	104	110	306
One or more suspensions	0	0	0	0	0	0	54	97	75	226
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	26	13	41	80
Course failure in Math	0	0	0	0	0	0	25	8	42	75
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	150	156	412
Level 1 on statewide Math assessment	0	0	0	0	0	0	98	109	153	360
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	42	53	121

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	92	115	127	334

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	5	11	20
Students retained two or more times	0	0	0	0	0	0	2	4	5	11

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	92	91	105	288
One or more suspensions	0	0	0	0	0	0	32	65	72	169
Course failure in ELA	0	0	0	0	0	0	25	11	42	78
Course failure in Math	0	0	0	0	0	0	17	17	40	74
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	126	139	347
Level 1 on statewide Math assessment	0	0	0	0	0	0	109	169	149	427
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	99	120	118	337

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	86	95	121	302

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	9	17
Students retained two or more times	0	0	0	0	0	0	5	4	7	16

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	92	91	105	288
One or more suspensions	0	0	0	0	0	0	32	65	72	169
Course failure in ELA	0	0	0	0	0	0	25	11	42	78
Course failure in Math	0	0	0	0	0	0	17	17	40	74
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	126	139	347
Level 1 on statewide Math assessment	0	0	0	0	0	0	109	169	149	427
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	99	120	118	337

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	86	95	121	302

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	5	9	17
Students retained two or more times	0	0	0	0	0	0	5	4	7	16

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	44	49	38	45	50	44		
ELA Learning Gains				36			39		
ELA Lowest 25th Percentile				23			23		
Math Achievement*	37	48	56	38	31	36	38		
Math Learning Gains				41			25		
Math Lowest 25th Percentile				37			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	42	49	49	43	46	53	49		
Social Studies Achievement*	59	67	68	59	49	58	59		
Middle School Acceleration	60	62	73	65	43	49	61		
Graduation Rate					52	49			
College and Career Acceleration					65	70			
ELP Progress	33	31	40	38	69	76	36		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	4
ELL	32	Yes	4	
AMI				
ASN	63			
BLK	34	Yes	3	
HSP	36	Yes	2	
MUL	38	Yes	2	
PAC				
WHT	55			
FRL	37	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	25	Yes	3	2
AMI				
ASN	64			
BLK	34	Yes	2	
HSP	34	Yes	1	
MUL	39	Yes	1	
PAC				
WHT	50			
FRL	36	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			37			42	59	60			33
SWD	14			16			16	33	29		5	
ELL	17			16			18	30	80		6	33
AMI												
ASN	50			67					73		3	
BLK	26			22			29	51	43		5	
HSP	30			26			35	50	48		6	25
MUL	36			32			33	50			4	
PAC												
WHT	46			48			50	67	64		5	
FRL	30			29			31	51	50		6	32

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	36	23	38	41	37	43	59	65			38
SWD	11	20	18	13	30	28	16	34	38			30
ELL	15	21	15	13	32	30	15	31	36			38
AMI												
ASN	64	41		68	64				85			
BLK	25	32	30	23	30	29	37	53	45			
HSP	26	31	17	24	39	35	30	48	53			35
MUL	32	35		36	36		15	67	55			
PAC												
WHT	48	39	30	49	45	46	55	68	70			
FRL	30	33	22	29	37	35	35	48	57			37

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	39	23	38	25	24	49	59	61			36
SWD	17	23	17	17	25	24	17	31	36			25
ELL	24	31	22	21	19	13	11	31				36

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	71	70		81	35				100			
BLK	33	34	25	20	20	19	25	49	57			
HSP	28	31	25	25	22	16	28	40	40			33
MUL	39	35		27	32							
PAC												
WHT	55	43	20	50	28	36	65	72	67			
FRL	34	33	23	28	23	21	37	49	50			34

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	38%	44%	-6%	47%	-9%
08	2023 - Spring	33%	39%	-6%	47%	-14%
09	2023 - Spring	*	44%	*	48%	*
06	2023 - Spring	33%	42%	-9%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	49%	-13%	54%	-18%
07	2023 - Spring	29%	44%	-15%	48%	-19%
08	2023 - Spring	27%	37%	-10%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	47%	-7%	44%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	32%	44%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	39%	33%	48%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	65%	-7%	66%	-8%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our ESSA subgroups showed the lowest performance amongst students. New teachers, teachers new to education (career changers), new math standards, and student motivation are contributing factors to low student performance.

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

ELA showed the greatest decline. The factors that contributed to the decline include unfamiliarity with new benchmarks, new teachers, and lack of knowledge of available resources.

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.

Students enrolled in the non-accelerated math courses had the greatest gap when compared to the state average. The factors that contributed to the gap include new math standards, new math textbooks, new teachers, and lack of knowledge of available resources.

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

Overall math achievement, including accelerated math courses, saw an increase of 6 points. The use of the math intervention lab contributed to the success of math proficiency.

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

Reflecting on our EWS data, ELA and Math achievement are the two greatest areas of concern.

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

1. ELA Achievement
2. Math Achievement
3. Attendance
4. SEL

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

32 out of 36 core teachers have less than 5 years teaching experience. In addition to lack of experience, new benchmarks and materials have contributed to the need for the area of focus.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Practice

By January of 2024, 50% of students in grades 6-8 will score 70% or higher on district assessments in math, Ela, Civics, and Science.

By May of 2024, 44% of our students will be proficient in ELA as measured by PM3 and 45% of our students will be proficient in math as measured by PM3.

Teacher Practice

By May 2024, 90% of classroom teachers will provide benchmark-aligned tasks as evidenced in classroom walkthroughs.

Coaching Practice

Administration and coaches will meet weekly to review and analyze coaching support plan and data trends and make adjustments to support plan as needed.

Administration will maintain coaching plans/notes and provide feedback to instructional coaches.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthroughs, PLC planning guide, district assessment data, Stocktake, progress monitoring data

Person responsible for monitoring outcome:

John DeVito (jrdevito@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention to be implemented:

Teachers will use the benchmark planning guide as part of their PLC.

Teachers will incorporate AVID WICOR Strategies, focused note taking. Focused note-taking will be used as a specific intervention for our ESSA subgroups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting the planning guide is to help teachers, especially teachers that are inexperienced, in developing a plan for reviewing data, planning for explicit instruction aligned to the benchmarks, and develop questions that will deepen the students understanding of the intended learning.

The rationale for selecting AVID is AVID Strategies are research-based best practices in teaching methodology. The focus of these strategies is on promoting rigor through WICOR: Writing, Inquiry, Collaboration, Organization and Reading. These methods increase engagement through student ownership, accountability, and critical thinking. Learning walk feedback and district/state assessment data indicated student voice and more rigorous standards-aligned instruction was needed to increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will receive PL on the PLC Planning Guide.

Person Responsible: John DeVito (jrdevito@volusia.k12.fl.us)

By When: August 11, 2023

Teachers will be provided a resource binder, to include a specific ESE accommodations checklist to identify interventions used, as well as PBIS resources and resources for MTSS.

Person Responsible: Kemisha Rainge (karainge@volusia.k12.fl.us)

By When: By the end of August 2023.

Teachers will participate in weekly PLC's to utilize the PLC Benchmark Planning Guide and collaborate on strategies to increase student voice in classroom instructional practice.

Person Responsible: Kemisha Rainge (karainge@volusia.k12.fl.us)

By When: Ongoing through the end of the school year.

Monitor instructional practice through ongoing Administrative Walkthroughs and Feedback.

Person Responsible: John DeVito (jrdevito@volusia.k12.fl.us)

By When: Ongoing through the end of the school year.

Facilitate PL on how to effectively plan and utilize the WICOR strategy Focused Note-Taking. Teachers will learn how to use focused note-taking to help close the academic achievement gap with our ESSA subgroups(migrant student, SWD, ELL, Black, Hispanic, FRL, and multiracial students)

Person Responsible: Timothy Akers (tmakers@volusia.k12.fl.us)

By When: December 6, 2023

PL provided on culturally responsive teaching strategies to address the needs of our ESSA subgroups (SWD, ELL, Black, Hispanic, FRL, and multiracial students).

Person Responsible: Angela Arico Jones (amaricoj@volusia.k12.fl.us)

By When: By February 2024

PL on benchmark planning using the 4 look fors:

Explicit instruction aligned to the benchmark and intended learning.

Tasks aligned to the benchmark and intended learning.

Planned questions to deepen understanding of the intended learning.

Providing students the opportunity to collaborate.

Person Responsible: Kemisha Rainge (karainge@volusia.k12.fl.us)

By When: December 6, 2023

PL on data analysis and meeting the needs of our students.

Person Responsible: John DeVito (jrdevito@volusia.k12.fl.us)

By When: February 2024

PL on Refining our practices.

Person Responsible: Angela Arico Jones (amaricoj@volusia.k12.fl.us)

By When: March 13, 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A total of 2,253 referrals were written for the 2022-23 school year. The number of referrals written decreased from the 2021-22, however the number of students that received a referral increased from 326 students to 376 students. 59% of the referrals written were for violations that are related to school rules, tardies, insubordination, unauthorized absences, and minor disruptions. The amount of off-task behavior resulting in

referrals and consequences resulted in a significant amount of lost instructional time that played a factor in student performance as evidenced by the number of students meeting proficiency, especially amongst our ESSA subgroups of SWD and Hispanic students.

The violations are showing a need for a focus to implement class and school systems that will positively impact student outcomes through PBIS.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce the number of SWD receiving referrals from 43% to 40%. Increase teacher usage of the PBIS app to 85% as measured by the number of points distributed in the reporting tracking tool.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through monthly review of behavior data utilizing the EWS report, Power BI, and Focus discipline reports. A monthly review of the number of points distributed by each teacher will be pulled from the PBIS rewards tracking reports. The information will be discussed monthly at admin meetings and Tier 2 PBIS meetings.

Person responsible for monitoring outcome:

Angela Arico Jones (amaricoj@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based strategy that will be used is a student reward and recognition system that is implemented consistently across the campus schoolwide using the PBIS Rewards App. The reward system is based on the PBIS expectations: be respectful, be responsible, and be safe.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes. PBIS is a part of the MTSS framework to provide interventions and support for all students. The Benchmark of Qualities survey from

the PBIS Tier 1 Implementation, along with school discipline data, indicated that there was a need to implement a rewards and student recognition program.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning on MTSS/PBIS systems and structures.

Person Responsible: Andrea McTyer (ahmctyer@volusia.k12.fl.us)

By When: Ongoing throughout the school year.

Monthly monitoring of student discipline, pbis rewards usage & observation data

Person Responsible: Angela Arico Jones (amaricoj@volusia.k12.fl.us)

By When: Fall- Complete PBIS Implementation Checklist Spring- Complete PBIS Implementation Checklist End-of-Year-Complete Benchmarks of Quality and Tiered Fidelity Inventory

Monthly PBIS PLC meetings for Tier 1, 2, and 3 to monitor and ensure PBIS goals and activities are being implemented.

Person Responsible: Andrea McTyer (ahmctyer@volusia.k12.fl.us)

By When: Monthly through May 2024.

Monthly PBIS committee meetings to engage in collaborative discussions and develop goals and activities that incorporate fundraising, family/community engagement, and school terrier store.

Person Responsible: Andrea McTyer (ahmctyer@volusia.k12.fl.us)

By When: Ongoing through the end of the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The instructional leadership team will meet monthly to review the school improvement funding and resources requested to ensure that the funds are aligned to our SIP. Teachers requesting SIP funds will submit a request to the Instructional Leadership Team and coaches one week prior to SAC meetings to make sure the request meets the school's needs and SIP goals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP plan will be disseminated utilizing the following methods:

*School Webpage-<https://delandms.vcsedu.org/>

*SAC meeting- September 11th

*PLC meetings

*Social Media Pages

*School Messenger

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Through our PBIS Team, we will continue to build a positive school culture and environment. Staff will use the PBIS Rewards app to acknowledge students that are following our school's expectations. Students will be recognized for meeting the PBIS expectations and participate in choice activities or use their points to purchase items from a PBIS store. Students will complete a survey at the beginning of the year to help teachers get to know their students and help the PBIS team in developing activities and providing items in our school store that are based on student interest.

The PBIS committee has developed a calendar for family engagement. The events are designed to help address the diverse needs of our school. The school communicates monthly with our SAC stakeholders, inviting all families and community members to the meetings. School information is shared through our school website, School messenger, the marquee, and various social media outlets(Facebook, Instagram, and Twitter). Teachers and administrators keep parents informed about their child's progress using various communication methods, such as, email, focus emails, phone calls, conferences, and the PBIS rewards app.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen our academic program through the use of the targeted benchmark planning guide in PLC's. Teachers will collaborate with their subject area/grade level to use the planning guide to address the 4 look fors:

Explicit instruction aligned to the benchmark and intended learning.

Tasks aligned to the benchmark and intended learning.

Planned questions to deepen understanding of the intended learning.

Providing students the opportunity to collaborate.

PBIS developed a guide for maximizing instructional time from bell to bell. Through PL and PLC's, instructional coaches, the AVID Coordinator and TOA will train teachers on resources that will support our 1st area of focus.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The SIP plan is developed in coordination with meeting the needs of our ESSA subgroups. Our ESSA subgroups(SWD, ELL, FRL, and Black students) show a great need for additional assistance based on school assessment data. Title 1 funds have been allocated to help support both our SIP goals. When developing our SIP plan, we took into consideration the various programs that are available at our school and community to help address the needs of our students.