

Volusia County Schools

Deltona High School



2023-24

Schoolwide Improvement Plan (SIP)

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Deltona High School

100 WOLF PACK RUN, Deltona, FL 32725

<http://dhswolves.com/>

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.

The mission of Deltona High School is presented in Mr. Micallef's "The Big 4". The Big 4 are pillars illustrating the mission of all stakeholders at Deltona HS: informed data-driven decision making, providing equity through standards-aligned instruction, ensuring all students graduate in 4 years or less, and ensuring all students leave Deltona HS college and/or career ready.

Provide the school's vision statement.

"In an environment established with high expectations, tradition, and deep community ties, the staff of Deltona High School will foster relationships as we continue to persevere towards academic excellence."

As stated in all of Volusia County Schools:

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

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
Micallef, Michael	Principal	Oversee the daily operations of the school, collaborating with instructional leaders and school leadership team, to ensure student success.
Zarbo, Alisha	Assistant Principal	Mrs. Zarbo is the Curriculum AP and oversees the Science department, SIP/SAC, Title 1 federal funding, instructional expectations, and professional development on campus.
Lapnow, Christina	Assistant Principal	Dr. Lapnow is the Data AP and oversees the master schedule, school counseling, and the ELA department.
Mitchell, Karen	Assistant Principal	Ms. Mitchell is the ESE AP and oversees all SWD, ELL, 504 needs of the school as well as student transportation.
Franks, Eugene	Assistant Principal	Mr. Franks is the Discipline/Facilities AP who oversees the Social Studies department, works closely with the Activities Director, and is the primary contact for MTSS.
Meadows, Brandy	Administrative Support	Brandy is the school's Testing Coordinator who assists with various administrative duties on campus daily.
Carlisle, Cecile	Teacher, Career/ Technical	CTE Facilitator, former CTE teacher, who has moved into a leadership role promoting and collaborating with our CTE teachers and organizing industry certifications.
Henderson, Heather	Instructional Coach	Heather oversees the EOC tested areas of ELA/Literacy while also supporting the entire Literacy department with instructional design, classroom management, and professional development.
Wallace, Rebecca	Instructional Coach	Rebecca oversees the EOC tested areas of Algebra and Geometry while also supporting the entire Math department with instructional design, classroom management, and professional development.
Baker, Jason	Instructional Coach	Jason oversees the EOC tested area of Biology while also supporting the entire Science department with instructional design, classroom management, and professional development.
Smith, Bethany	Instructional Media	Bethany runs the day to day operations of our Learning Commons, while also assisting with our New Teacher program, Faculty/Staff/ Student celebrations, and professional development on campus.
Vosburg, Lauren	Administrative Support	Cambridge/AICE Facilitator who assists with daily administrative tasks throughout campus.

Name	Position Title	Job Duties and Responsibilities
Hair, Marci	Paraprofessional	Marci serves as our Title 1 Parent Liaison helping our leadership team in various capacities throughout campus, while also being our direct link for parent and student engagement events throughout the school year. Marci partners with various community based organizations to provide support for our students and parents in financial need. Marci is a key member of our SAC.
Scott, Richard	School Counselor	Director of School Counseling who oversees the College & Career school counseling team on campus, collaborates with additional outside resources, and ensures mental health needs of students.
Reyes, Nestor	Dean	Mr. Reyes is the Dean of Student Discipline and assists in various administrative tasks throughout campus on a daily basis. He also serves as our MTSS point of contact and chairperson.
Tussing, Julie	Teacher, K-12	Julie is our AVID Coordinator on campus.

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, along with students, parents, staff, families, business, and local leaders will have an opportunity to provide input. The initial plan will be shared on our school website and social media outlets for them to respond. As well, the School Advisory Council meets monthly and will have an opportunity to provide input throughout the school year.

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 referenced in all SAC meetings, StockTake meetings, and as needed throughout the year to guide our work. The purpose of the StockTake process is to dive deep into the SIP areas of focus to provide regular updates, information, and action steps for the next meeting.

Demographic Data

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

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>High School 9-12</p>

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: B 2019-20: B 2018-19: B 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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

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	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0	0	0	478
One or more suspensions	0	0	0	0	0	0	0	0	0	295
Course failure in ELA	0	0	0	0	0	0	0	0	0	97
Course failure in Math	0	0	0	0	0	0	0	0	0	132
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	534
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	454
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	68

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	0	0	0	462

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	0	0	0	125
Students retained two or more times	0	0	0	0	0	0	0	0	0	82

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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0

The number of students identified retained:

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

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*	42	44	50	49	46	51	48		
ELA Learning Gains				55			48		
ELA Lowest 25th Percentile				51			43		
Math Achievement*	20	28	38	39	33	38	28		
Math Learning Gains				46			33		
Math Lowest 25th Percentile				47			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	71	68	64	70	30	40	65		
Social Studies Achievement*	64	59	66	60	40	48	68		
Middle School Acceleration					43	44			
Graduation Rate	96	90	89	97	65	61	94		
College and Career Acceleration	96	65	65	90	62	67	74		
ELP Progress	45	44	45	47			57		

* 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)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	651
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

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	46			
ELL	47			
AMI				
ASN	67			
BLK	57			
HSP	61			
MUL	68			
PAC				
WHT	68			
FRL	60			

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	45			
ELL	49			
AMI				
ASN				
BLK	59			
HSP	55			
MUL	67			
PAC				
WHT	66			
FRL	58			

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	42			20			71	64		96	96	45
SWD	18			9			24	37		88	6	
ELL	16			12			40	33		100	7	45
AMI												
ASN	60			50			90				3	
BLK	29			12			60	52		94	6	
HSP	38			20			69	63		97	7	45
MUL	54			11			92	58		90	6	
PAC												
WHT	51			24			73	69		95	6	
FRL	37			18			67	58		95	7	48

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	49	55	51	39	46	47	70	60		97	90	47
SWD	15	42	43	37	43	39	44	31		94	72	38
ELL	22	49	59	25	39	35	45	27		97	93	47
AMI												
ASN												
BLK	47	60	55	34	42	40	65	53		95	97	
HSP	46	54	49	32	42	37	66	52		97	86	46
MUL	35	54	62	63	75		65	67		92	92	
PAC												
WHT	53	55	48	46	51	61	77	72		98	94	
FRL	44	54	52	37	45	47	65	55		96	89	49

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	48	48	43	28	33	34	65	68		94	74	57
SWD	10	28	31	16	33	35	41	50		85	64	47
ELL	14	36	31	10	29	33	54	48		97	82	57

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												
BLK	42	42	43	26	31	28	53	59		93	72	
HSP	41	46	46	25	33	32	68	60		96	77	57
MUL	30	46	58	18	31		71					
PAC												
WHT	59	51	35	31	33	37	67	83		92	71	
FRL	43	45	41	25	30	32	63	62		93	73	57

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
10	2023 - Spring	46%	45%	1%	50%	-4%
09	2023 - Spring	42%	44%	-2%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	32%	-19%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	39%	-14%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	65%	4%	63%	6%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	57%	5%	63%	-1%

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.

After reviewing the trend data over the last 3 school year, our area of greatest deficit is Math proficiency. Math at the high school level is specific to Algebra and Geometry course proficiency. The 22-23' school year started off with 4 vacancies in these 2 subject areas. School leadership placed our 2 academic coaches in two of the vacant positions for half of the year, we gained another certified math instructor when another school had a decrease in students (late) and the 4th vacancy was filled by a non-math teacher who began the year facilitating an online math platform for students and then transitioned to face-to-face instruction once the math coaches were available to provide the needed supports. Due to the lack of qualified/certified teachers in the classrooms early in the year, students did not receive adequate standards-aligned instruction for portions or half of the academic year, which is critical in building the foundation of learning to come. Some students did elect to transition to an online/virtual option of learning, but many students elected to stay in a face-to-face setting, where instruction was inconsistent. Ensuring that Math academic coach(s) are pushing in to the Algebra and Geometry classrooms regularly, and not being pulled for test proctoring, filling other vacancies, assisting with supervision, etc will help with lesson planning and tasks aligned to the standards.

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

Based on trend data over the last few years (proficiency for the past 4 years as reported: 49%-2019, 28%-2021, 39%-2022, and 20%-2023), Math continues to reflect our largest deficit and biggest decline in overall academic proficiency. Again, 4 Math teacher vacancies and lack of academic coaching in the beginning of the year (due to class coverage) is a contributing factor for the drastic decline in proficiency. These factors led to a reduction in standards-aligned instruction being delivered to students early on in the course content, when foundational skills are being developed. Outside of the box thinking allowed some students to transition to an online/virtual format of math instruction, but not all students (or parents) elected for this option for personal learning reasons.

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 is certainly our greatest deficiency compared to other schools within our county and state wide when looking at 4 year trend data. Once again, our teacher vacancies and lack of academic coaching early in the year were contributing factors that impacted the lack of standards-aligned instruction being delivered and progress monitored. Typically speaking, there is at least a 10-20% deficit in Deltona HS math proficiency compared to other schools across the district and state. Ensuring all classrooms are staffed with a certified teacher for the 23-24' school year, use of academic coaches to support instruction and strategic planning, implementation of student tasks aligned to the benchmark will be a focus moving forward.

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

The academic component, most related to instruction and student proficiency, that demonstrated the largest improvement was US History. There was a 4% increase in proficiency from the previous year, based on the raw data. Leadership introduced 2 brand new teachers, with a passion for US History, to the team along with a veteran teacher. This team of 3 (increase from 2 teacher the previous year) allowed for smaller class sizes. As well, one of our academic coaches worked closely during PLC time to analyze the data with the teachers, to ensure students were showing growth from assessment to assessment. The most growth was actually marked in our College & Career Acceleration (CCA) component where we saw a 6% increase from the previous year. The CCA growth was due to intentional placement of students in courses with an acceleration opportunity as well as the CTE Facilitator working with the school counselors to track the students throughout the year.

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

Based on the 22-23' EWS reporting, the potential area of concern that is most alarming is students earning a Level 1 on their State Assessment in either or both ELA and Math.

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

1. Math Proficiency (Algebra & Geometry)
2. ELA Proficiency (ELA 9 & ELA 10)
3. US History Proficiency
4. Biology Proficiency
5. Teacher Recruitment & Retention

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 Math**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.

After reflection of the 22-23' raw component data, trend data, comparative district/state data, the school recorded an average decrease of 17% from the previous year. Additionally, our Math scores fell well below both the district and state proficiency.

Measurable Outcome:

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

SLT has established that 50% proficiency on the EOC/FAST in both Algebra and Geometry is needed and attainable, if there are qualified teachers in front of students, academic coach(s) supporting the math teachers, standards-aligned instruction is taking place, and progress monitoring is embedded on a daily basis. Algebra proficiency would need to increase by 35% and Geometry proficiency would need to increase by 25% in order to reach the goal established by SLT.

Monitoring:

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

A collaborative effort between the classroom teachers, academic coach(s), administrative team, district specialists, students, and parents/guardians is the key to success when trying to ensure all students have access to high quality instruction, tasks aligned to the benchmarks, and early intervention/remediation for students needing more help. The Math Coach(s) will be the direct link to the math teachers to ensure the teaching and tasks are aligned to the benchmarks. Data analysis on district assessments, small group instruction for SWD and ELL students (including migrant students), common planning period, and weekly PLC meetings with Admin and the Academic Coach will be critical components as we work towards an increase in proficiency.

Person responsible for monitoring outcome:

Michael Micallef (mrmicall1@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.)

Common and frequent use of the BIG-M, updated teacher resources in Algebra, common planning for PLC time and lesson development, KHAN Academy utilization for remediation efforts, etc. The Geometry PLC team has also created "Thinking Classrooms" for this year to enhance instruction and student learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Common planning is critical for Math teachers in Algebra and Geometry. This time allows them daily opportunity to plan effective lessons and to develop common tasks aligned to the benchmark. Additionally, the Math Coach(s) is actively involved in the PLC and leads weekly meetings to look at student data (by teacher and class period), helps devise effective lesson plans, provides specific instructional feedback, and ensures that content is aligned to the benchmark.

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 2 - Moderate 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.

The Algebra and Geometry teams will engage in weekly PLC meetings where the Academic Coach will facilitate the meeting. The teachers and administration will gain a deeper understanding of the benchmarks (current and upcoming), utilize standards-aligned instructional materials, develop effective lesson plans, create student tasks aligned to the benchmark, and improve progress monitoring techniques.

Person Responsible: Rebecca Wallace (rawallac@volusia.k12.fl.us)

By When: PLC meetings will occur WEEKLY. Algebra will meet on Thursday and Geometry will meet on Wednesday during their common planning.

Analyze student assessment data (diagnostic, formative, and summative) to drive instruction and prepare intervention strategies along with the teachers. Develop strategies and techniques that will be utilized during individual student data chats.

Person Responsible: Rebecca Wallace (rawallac@volusia.k12.fl.us)

By When: Within 1 week post student assessment (to capture both present and absent students) in order to have the most accurate student performance data to make team and individual decisions.

Incorporate content-specific reading and comprehension strategies, including academic vocabulary, to enhance instruction and provide all students with the necessary supports and access to terminology related to the subject area.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Embedded in teacher instruction and student tasks throughout the school year.

Implementation of AVID strategies (note-taking, time on-task, WICOR, and test-taking) to foster individual student academic success in both Algebra and Geometry.

Person Responsible: Julie Tussing (jetussin@volusia.k12.fl.us)

By When: Embedded in teacher instruction and student tasks throughout the school year.

Support Facilitation teachers will attend weekly PLC meetings to aid in instructional design and strategies designed to enhance student achievement for SWD. ESOL para will attend as available.

Person Responsible: Karen Mitchell (kdmitche@volusia.k12.fl.us)

By When: Weekly PLC meetings.

Match Coach to "push-in" to Algebra and Geometry classrooms daily to support standards-aligned instruction and provide feedback.

Person Responsible: Rebecca Wallace (rawallac@volusia.k12.fl.us)

By When: Daily.

#2. Instructional Practice specifically relating to ELA**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.

After reflection of the 22-23' raw component data, trend data, comparative district/state data, the school recorded an average decrease of 5% from the previous year. Teacher vacancies in our 9th grade ELA positions also led to a transition of 11th and 12th grade teachers to fill the impacted courses. Our ELA 9th grade scores fell below both district and state averages. Our ELA 10th grade scores were slightly above the district average but below the state average.

Measurable Outcome:

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

SLT has established that 55% proficiency on the FSA/FAST in both 9th and 10th grade ELA is needed and attainable, if there are qualified teachers in front of students, academic coach supporting the ELA and Reading teachers, standards-aligned instruction is taking place, and progress monitoring is embedded on a daily basis. ELA 9th grade would need to increase by 13% and ELA 10th grade would need to increase by 9% in order to reach the goal established by SLT.

Monitoring:

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

A collaborative effort between the classroom teachers, academic coach(s), administrative team, district specialists, students, and parents/guardians is the key to success when trying to ensure all students have access to high quality instruction, tasks aligned to the benchmarks, and early intervention/remediation for students needing more help. The ELA Coach will be the direct link to the ELA and Reading teachers to ensure the teaching and tasks are aligned to the benchmarks. Data analysis on district assessments, small group instruction for SWD and ELL students (including migrant students), common planning period, and weekly PLC meetings with Admin and the Academic Coach will be critical components as we work towards an increase in proficiency.

Person responsible for monitoring outcome:

Christina Lapnow (clapnow@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.)

Regular use in Reading classrooms of the Achieve 3000 platform and/or REWARDS program, updated teacher resources and access to resources in ELA and Reading, common planning for PLC time and lesson development, KHAN Academy and HMH Writable utilization for remediation efforts in ELA classes, etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Common planning is critical for ELA 9, ELA 10 and Reading teachers. This time allows them daily opportunity to plan effective lessons and to develop common tasks aligned to the benchmark. Additionally, the ELA Coach is actively involved in the PLC and leads weekly meetings to look at student data (by teacher and class period), helps devise effective lesson plans, provides specific instructional feedback, and ensures that content is aligned to the benchmark.

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 2 - Moderate 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.

The ELA and Reading teams will engage in weekly PLC meetings where the Academic Coach will facilitate the meeting. The teachers and administration will gain a deeper understanding of the benchmarks (current and upcoming), utilize standards-aligned instructional materials, develop effective lesson plans, create student tasks aligned to the benchmark, and improve progress monitoring techniques.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: PLC meetings will occur WEEKLY. ELA 9 will meet on Tuesday, ELA 10 will meet on Tuesday during their common planning. Reading teachers meet with ELA grade level team.

Analyze student assessment data (diagnostic, formative, and summative) to drive instruction and prepare intervention strategies along with the teachers. Develop strategies and techniques that will be utilized during individual student data chats.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Within 1 week post student assessment (to capture both present and absent students) in order to have the most accurate student performance data to make team and individual decisions.

Incorporate content-specific reading and comprehension strategies, including academic vocabulary, to enhance instruction and provide all students with the necessary supports and access to terminology related to the subject area.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Embedded in teacher instruction and student tasks throughout the school year.

Implementation of AVID strategies (note-taking, time on-task, WICOR, and test-taking) to foster individual student academic success in both Algebra and Geometry.

Person Responsible: Julie Tussing (jetussin@volusia.k12.fl.us)

By When: Embedded in teacher instruction and student tasks throughout the school year.

Support Facilitation teachers will attend weekly PLC meetings to aid in instructional design and strategies designed to enhance student achievement for SWD. ESOL para will attend as available.

Person Responsible: Karen Mitchell (kdmitch@volusia.k12.fl.us)

By When: Weekly PLC meetings.

ELA Coach to "push-in" to 9th grade ELA, 10th grade ELA, and Reading classrooms daily to support standards-aligned instruction and provide feedback.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Daily.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Deltona HS will continue to build and maintain positive relationships with all stakeholders, focusing on teacher retention and recruitment.

Measurable Outcome:

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

DHS plans to retain 90% of it's current instructional staff at the end of the school year. We welcomed approximately 20 new teachers or new to DHS teachers (veterans and transfers) at the start of the school year.

Monitoring:

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

Teacher retention and recruitment will be monitored in a collaborative approach through the Administrative team and our New Teacher Mentors throughout the school year.

Person responsible for monitoring outcome:

Alisha Zarbo (akzarbo@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.)

New Teacher Academy (NTA), Teacher Mentor program, and school-specific professional development opportunities will be the driving force to support all teachers during the year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To continue to build and support all teachers and all staff members), while having a laser focus on our brand new and new to DHS teachers.

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 2 - Moderate 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.

Monthly recognitions and celebrations: Spirit of the Month, Newbie of the Month, Classroom of the Month, Teacher of the Month, Staff Member of the Month, etc. Also, celebrations for cultural awareness, health awareness, etc will be honored.

Person Responsible: Michael Micallef (mrmicall1@volusia.k12.fl.us)

By When: Monthly, throughout the school year.

Coffee Talk/Talk-A-Latte Sessions for new and newer teachers monthly, to support their learning. Sessions to include effective instructional strategies, classroom management, computer/technology assistance, personal mental health, etc.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Monthly.

Deltona Learns! ERPL Professional Development. Teachers will have the opportunity to select 2 different sessions (1 hour each session) during school-based ERPLs to enhance their learning. Session topics can include: Near Pod, ELL, SWD/504, Mental Health - Students, Mental Health - Teachers, Canvas 101, Neurodiversity, etc.

Person Responsible: Heather Henderson (hhhender@volusia.k12.fl.us)

By When: Quarterly, during school-based ERPLs.

New Teacher Academy (NTA) tracking and correspondence with district level staff.

Person Responsible: Alisha Zarbo (akzarbo@volusia.k12.fl.us)

By When: Monthly, due March 2024.

New Teacher/New to DHS Mentoring. Each brand new teacher will be assigned a group of 5 teachers to mentor through their 1st year. New to DHS teachers will received mentoring, as needed.

Person Responsible: Cecile Carlisle (ccarlisl@volusia.k12.fl.us)

By When: Ongoing throughout 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).

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 Deltona HS SIP will be made available on our school website (dhsolves.com), on our social media platforms (Facebook and Twitter) and also paper copies available upon request at our front desk. Parents will also receive School Messenger phone calls, emails and text messages informing them of the locations.

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))

All stakeholders will have an opportunity to provide input for the SIP through our school input QR code that will be shared on our school website (dhsolves.com) as well as our social media outlets. Parents will also receive School Messenger phone calls, emails and text messages informing them of how they can provide input throughout the school year. All stakeholders will also be invited to attend SAC meetings.

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)

Through effective use of our Academic Coaches, the school will continue to meet weekly with state component tested areas, with Administrative involvement. By school leaders regularly monitoring the data, ensuring instruction is benchmark aligned, receiving additional instructional support from the district level specialists, and placing students into their properly aligned courses (based on ability) we as a school community can strengthen the academic rigor and end of year proficiency of content through accountability measures.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counseling team is readily available to assist students in a time of need; whatever that need may be. The team, along with our mental health therapist see students for a variety of reasons and needs throughout the school day. Resources are shared with both students and their families, to ensure the student has what they need to be successful. DHS also has a parent liaison who works directly with our homeless students and their families to ensure physical needs are met. The district has a series of mental health videos that are shared in identified classrooms throughout campus, as planned.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students work directly with their school counselor for opportunities after high school. As well, there are college and university campus visits, military branch visits, and college and career days on campus which support and encourage life after high school. Student have an opportunity to enroll in advanced

placement and AICE level courses as well as participate in dual enrollment courses on the high school campus.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The conduct management office works with students and all other stakeholders to ensure a safe and secure campus. This means that there are processes in place for handling behaviors and other interventions, as needed. Our Dean of Student Discipline works hand in hand with our Assistant Principal's and Principal, along with our school guardian and SRD. The MTSS/PBIS process will be in effect and PSTs will be started for students displaying regular disruptive behaviors, attendance concerns, and/or academic concerns.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Regular professional development through the school district is also shared, however we also have various school-based PD opportunities for our faculty and staff to engage in, that relates to their specific job role(s). There are opportunities for paras, clerks, new teachers, veteran teachers, etc that are available throughout the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A