

Hernando County School District

DELTONA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

In partnership with parents and the community, Deltona Elementary School is:

Determined to provide

Outstanding educational

Values to

Empower

Students

Be Responsible, Be Respectful, Be Prepared, Be Awesome!

Provide the school's vision statement

All children WILL achieve at high levels.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Julie Sweeney

Position Title

Principal

Job Duties and Responsibilities

Oversees the implementation of the SIP with fidelity.

Leadership Team Member #2

Employee's Name

Trina Crawford

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal with overseeing the SIP with fidelity.

Leadership Team Member #3

Employee's Name

Kenneth Hill

Position Title

ESE Resource

Job Duties and Responsibilities

ESE resource and member of the School Based Leadership Team responsible for overseeing the ESE Department. The collection of data, the writing and monitoring of IEP's for students with disabilities group.

Leadership Team Member #4

Employee's Name

Melissa Arledge

Position Title

MTSS Coordinator

Job Duties and Responsibilities

Member of the School Based Leadership Team responsible for obtaining and reporting MTSS data bi-weekly at SBLT meetings. Also responsible for obtaining and deciding individual targeted instructional path based on state and county data. Monitoring of students instructional paths for fidelity in accordance with state and district guidelines.

Leadership Team Member #5

Employee's Name

Charles Maggard

Position Title

Assessment Teacher

Job Duties and Responsibilities

Assessment teacher and member of School Based Leadership Team responsible for obtaining and reporting all grade level data at bi-weekly SBLT meetings. Also responsible for obtaining and reporting state and county data for continuous monitoring.

Leadership Team Member #6

Employee's Name

Amy Gendron

Position Title

School Counselor

Job Duties and Responsibilities

Member of the SBLT for PBIS support, attendance monitoring, social skills groups, and provides counseling for the overall wellbeing of students. Also part of the Threat Assessment Team

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Dep Joe Merando

Position Title

SRO

Job Duties and Responsibilities

SRO and part of the threat assessment team.

Leadership Team Member #9

Employee's Name

Rene Koulouris

Position Title

Reading Resource

Job Duties and Responsibilities

Supports staff in implementing reading lesson plans and curriculum with fidelity. Creating, teaching, and monitoring resource groups of students scoring a level 2 on the cusp of scoring a level 3 on Monday, Wednesday, Friday and students scoring a level 1 on Tuesdays and Thursdays.

Leadership Team Member #10

Employee's Name

Garrett Donaghy

Position Title

Math Resource

Job Duties and Responsibilities

Supports staff in implementing math lesson plans and curriculum with fidelity. Creating, teaching, and monitoring resource groups of students scoring a level 2 on the cusp of scoring a level 3 on Monday, Wednesday, Friday and students scoring a level 1 on Tuesdays and Thursdays.

Leadership Team Member #11

Employee's Name

Kristie Licht

Position Title

Site Based Reading Coach

Job Duties and Responsibilities

Supports staff in implementing lesson plans and curriculum with fidelity. Provides coaching cycles, co-teach, co-plan lessons, models lessons, analyze student work and data.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

School Based Leadership Team will meet every other Wednesday to review grade level data weekly assessments, standards mastery data, STAR/FAST data, and i-Ready data with a vertical alignment to form school based goals.

Title 1 Night parents and teachers will discuss pm1/ap1 data to form student based goals along with signing the compact agreement that we will partner together to form goals.

SAC which consists of teachers, parents, community partners, students meet monthly to discuss school goals and implementation.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Weekly i-Ready usage, standards mastery, STAR/FAST PM1, PM2, and PM3 data discussed in data chats

Weekly leadership meetings, bi-weekly SBLT meetings, bi-weekly Team Leader Meetings to discuss student data, facilitated planning, and next steps.

Newly hired reading coach will work directly with teachers who need additional support with lesson planning, delivery of lessons, while modeling and using the coaching cycle and reporting progress back to administration.

Administrative walk throughs evaluating progress towards goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	47.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	51	57	54	50	53	56	51	56
ELA Grade 3 Achievement **	57	55	58	58	51	53			
ELA Learning Gains	48	53	60				59		
ELA Learning Gains Lowest 25%	50	55	57				60		
Math Achievement *	46	53	62	52	54	59	48	52	50
Math Learning Gains	38	51	62				51		
Math Learning Gains Lowest 25%	39	46	52				49		
Science Achievement *	43	53	57	53	56	54	33	53	59
Social Studies Achievement *								56	64
Graduation Rate								44	50
Middle School Acceleration								48	52
College and Career Readiness									80
ELP Progress	69	64	61	46	71	59	47		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	440
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	56%	50%	53%		49%	46%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	33%	Yes	5	
English Language Learners	51%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	48%	No		
Multiracial Students	35%	Yes	1	
White Students	48%	No		
Economically Disadvantaged Students	47%	No		

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%
Students With Disabilities	40%	Yes	4	
English Language Learners	46%	No		
Black/African American Students	48%	No		
Hispanic Students	57%	No		
Multiracial Students	48%	No		
White Students	56%	No		
Economically Disadvantaged Students	55%	No		

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%
Students With Disabilities	37%	Yes	3	

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%
English Language Learners	54%	No		
Native American Students				
Asian Students				
Black/African American Students	31%	Yes	1	1
Hispanic Students	55%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	51%	No		
Economically Disadvantaged Students	47%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	57%	48%	50%	46%	38%	39%	43%					69%
Students With Disabilities	23%	36%	32%	52%	24%	34%	43%	23%					
English Language Learners	32%		66%	78%	35%	47%	57%	25%					69%
Black/African American Students	35%		40%		30%	13%							
Hispanic Students	45%	40%	56%	66%	43%	43%	44%	32%					67%
Multiracial Students	44%		45%		37%	27%	30%	25%					
White Students	54%	67%	45%	37%	49%	39%	39%	56%					
Economically Disadvantaged Students	46%	56%	48%	51%	43%	37%	38%	38%					68%

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 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	54%	58%			52%			53%					46%
Students With Disabilities	37%	52%			36%			35%					
English Language Learners	46%	47%			37%			36%					65%
Black/African American Students	42%				53%								
Hispanic Students	59%	60%			50%			46%					69%
Multiracial Students	53%	70%			37%			30%					
White Students	53%	55%			56%			59%					
Economically Disadvantaged Students	52%	58%			49%			47%					69%

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 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	
All Students	56%		59%	60%	48%	51%	49%	33%					47%
Students With Disabilities	34%		43%	48%	33%	37%	42%	19%					
English Language Learners	59%		68%		41%	56%							47%
Native American Students													
Asian Students													
Black/African American Students	29%		40%		29%	55%		0%					
Hispanic Students	57%		70%	67%	38%	51%	72%	38%					50%
Multiracial Students	64%		69%		40%	56%							
Pacific Islander Students													
White Students	59%		57%	63%	55%	51%	37%	36%					
Economically Disadvantaged Students	53%		56%	54%	44%	48%	43%	29%					50%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	54%	54%	0%	55%	-1%
Ela	4	48%	48%	0%	53%	-5%
Ela	5	43%	48%	-5%	55%	-12%
Math	3	62%	59%	3%	60%	2%
Math	4	43%	50%	-7%	58%	-15%
Math	5	32%	44%	-12%	56%	-24%
Science	5	44%	53%	-9%	53%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data that showed the most improvement is the 3rd grade math. Third grade math went from 60%-62% proficient showing a 2% gain.

Third grade teachers used the program Acaletics.

Lowest Performance

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

Fifth grade science at 43%.

Greatest Decline

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

Fifth grade science declined from 53% to 43%.

Greatest Gap

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.

Fifth grade math with the school at 32% and state at 56%

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

SWD students are year 5 of being underperforming ESSA group.

Fifth grade math and closing the gap between school and state.

Fifth grade science increasing the 10%age points lost.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Multiracial Students (MUL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SWD

2019-21%

2022- 37%

2023 40%

2024- 33%

Four years under the 41% threshold identifies SWD as an area of need.

Small group instruction

Increasing acceleration groups for ESE inclusion, self-contained, and resource students

Data chats with parents of SWD students with a goal.

Once per month common planning for inclusion, resource and self-contained teachers to meet with admin to discuss data and individual needs of students.

Co-teach training for inclusion teachers.

Program fidelity, (not using one specific program, but using all programs to target specific needs of students)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SWD

2019-21%

2022- 37%

2023 40%

2024- 33%

Four years under the 41% threshold identifies SWD as an area of need.

SWD students will be 41% proficient.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrative walk throughs.

Fidelity checks on MTSS and acceleration groups.

Schedule of monthly common planning for inclusion, resource, and self-contained teachers.

Data Chats with ESE students/teachers/parents

Person responsible for monitoring outcome

Julie Sweeney

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Focus on data chats with SBLT separating out the discipline, attendance, grades, i-Ready, and FAST data for ESE students vs gen ed students. MTSS Targeted acceleration groups for the SWD students. Increased Tier 1 instruction Acceleration celebrations after PM1-PM2 and PM2-PM3.

Rationale:

Separating out the data allows for the leadership team to plan for more intensive instruction in the classroom as well as during the acceleration groups. Celebrating SWD student successes motivates them to continually improve their achievement levels.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Common planning for self contained, resource and inclusion teachers

Person Monitoring:

Julie Sweeney

By When/Frequency:

bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and reading coach will meet with the resource, self-contained, and inclusion teachers monthly reviewing the data and facilitating their lesson planning.

Action Step #2

Facilitated Lesson Planning

Person Monitoring:

Julie Sweeney

By When/Frequency:

bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Self-Contained, Resource, and inclusion teachers will meet bi-weekly with the reading coach and administration to differentiate lessons and create small group lessons.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Facilitated lesson planning with a focus on small group lessons.

Facilitated lesson planning utilizing district and school-based coach support to emphasize small group learning based on data to increase rigor of instructional plans. Differentiating centers based on student data from Iready and statewide progress monitoring.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2024

ELA 50% proficient; Measurable Outcomes by grade level, 3rd Grade increase from 54% to 59% proficient surpassing the state average. 4th grade increase from 48% to 55% to match state proficiency, 5th grade increase from 43% to 55% matching 2023 proficiency rate

Math 46% proficient, Measurable Outcomes by grade level, 3rd Grade increase from 62% to 63% proficient. 4th grade increase from 43% to 58% matching previous school proficiency, 5th grade increase from 32% to 42%.

Science 43% proficient, Measurable Outcome for 5th grade science, increase from 44% to 49%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrative walk throughs with monitoring tool for small group instruction fidelity, including data chats and participation in facilitated lesson planning.

Reading coach and math resource teacher providing lessons and sign in sheets.

Reading coach will provide a copy of her log to administration showing facilitated planning with grade levels.

Person responsible for monitoring outcome

Julie Sweeney

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Planbook to be used to house lesson plans which must include evidence of differentiation, acceleration, and small groups for SWD students.

Rationale:

Differentiating, accelerating, and utilizing small groups based on data allows for student specific learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Deltona Elementary School has had a history of high retention and recruitment, however this year due to retirement and teachers moving schools, we have had a total of 10 teachers/paras leave Deltona Elementary. Due to the high movement of staff we have numerous teachers just entering the profession hired as teachers. These teachers will need extra support in facilitated planning, coaching, mentoring, and classroom management support.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2023-2024 89% of staff were retained, while 11% retired, left the profession, or switched schools.

2024-2025 the goal is to retain 92% of all staff members.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Team Leader meetings, individual meetings, working closely with the lead mentor to ensure new staff members' needs are met.

Staff surveys

Teacher Attendance

Person responsible for monitoring outcome

Julie Sweeney

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilizing test scores, mentor coaching cycles we will celebrate successes with both staff and students. Teacher attendance celebrated monthly. Documented parent communication and student attendance monitored and celebrated by administration.

Rationale:

By celebrating and monitoring attendance and communication, student's scores should be on the path to proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Staff retention plan

Person Monitoring:

Julie Sweeney

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilizing test scores, mentor coaching cycles we will celebrate successes with both staff and students. Teacher attendance celebrated monthly. Documented parent communication and student attendance monitored and celebrated by administration.

Area of Focus #2**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other

community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

Master Schedule reflects a 40 minute block whereas previous years it was 30 minutes.

Added a reading coach to assist in facilitated lesson planning, coaching cycle, mentoring, modeling lessons, analyzing and interpreting student data to drive instruction.

Addition of Accaletics program to raise math scores.

Low performing teachers moved to different grade level

Addition of enrichment groups in math.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their

stakeholders.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not

meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

Capacity building for Administrators - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of school based personnel, how to analyze student data and how to use the analysis to make informed

decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

Endorsement Course Offerings- The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

The use of instructional coaches - The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

Strategies to Assist Preschool Children

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

The school district's Early Learning Specialist collaborates with the Early Learning Coalition to welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00