

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: DELAND HIGH SCHOOL

District Name: Volusia

Principal: Mitchell Moyer

SAC Chair: David Solar

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on November 9, 2010

Last Modified on: 10-19-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mitch Moyer	Ed. Specialist/ Masters in Ed. Leadership/Guidance	13	22	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- 2002: C, 43, 67, 87, --, 51, 66, 56, --, -- 2001: C, 45, 69, 89, --, --, --, --, --, --
					Deland High School: Grade, HighReading, HighMath,

Assis Principal	Timothy Shea	Masters/Administration and Supervision, Social Sciences 6-12	23	22	HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- 2002: C, 43, 67, 87, --, 51, 66, 56, --, -- 2001: C, 45, 69, 89, --, --, --, --, --, --
Assis Principal	Steven Davenport	Masters in Educational Leadership; PE and Industrial Arts	18	18	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- 2002: C, 43, 67, 87, --, 51, 66, 56, --, -- 2001: C, 45, 69, 89, --, --, --, --, --, --
Assis Principal	Carlos Scott	Masters in Educational Leadership; SLD and VE.	7	7	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP
Assis Principal	Michelle Sojka	Masters in Educational Leadership; Social Sciences 6-12	6	6	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP
Assis Principal	Michael Degirolmo	Masters in Educational Leadership; VE Certification	4	7	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP Southwestern Middle School:

2006: B, 64, 55, 93, --, 60, 62, 62, --, 82% AYP
 2005: B, 62, 58,87, --, 55, 60, 64, --, 83% AYP
 2004: B, 66, 60, 87, --, 67, 65, 60, --, 80% AYP

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Harriett DiMuro	B.S./English 6-12; Reading K-12	8	8	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMATH, Low25Read, Low25Math, AYP% 2010: Pending, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, --

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Applicants for positions at Deland High School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, reference checks, etc.	Principal and Administrators	June 1, 2011	
2	Interested teacher prospects are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities that we use on a daily basis.	Principal and Administrators	June 1, 2011	
3	Current teachers are given many leadership opportunities to serve on our School Advisory Council, on our Leadership Team, and as a representative to our Teacher Advisory Council.	Principal, Administrators, Department Chairs	June 1, 2011	
4	Teachers are encouraged to participate in the Volusia Proficiency Model in an effort to increase student achievement as well as the collegiality among teachers of like-courses.	Principal, Administrators, Department Chairs, Classroom Teachers	June 1, 2011	
5	Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.	Principal, Administrators	June 1, 2011	
6	Our Teacher of the Month and Principal's Recognition Awards showcase excellence in the classroom and "going above and beyond" on the part of our faculty and staff.	Principal	June 1, 2011	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
136	0.7%(1)	8.8%(12)	39.7%(54)	50.7%(69)	50.7%(69)	91.2%(124)	14.0%(19)	11.8%(16)	44.9%(61)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Sojka	Daniel Cook	New Teacher	Beginning Teacher Program activities
Michelle Sojka	Valerie Bennett	New Teacher	Modified Beginning Teacher Program activities
Michelle Sojka	Karen Hood	New Teacher	Beginning Teacher Program activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs support by Title 1 at Deland High School include:

- * Two part time AVID teachers
- * Re-teaching and re-assessment opportunities under the Volusia Proficiency Model umbrella
- * A Family Center which will be located in the Media Center during extended hours of operation.
- * A Mathematics Intervention teacher to work with at-risk students in Algebra 1
- * A Student Advocate teacher who will work with students and parents in an effort to boost academic achievement
- * Supplemental materials and supplies needed to close the achievement gap
- * Supplemental funds for on-going staff development as determined by the results of FCAT data.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- * Academic Assistance through credit accrual/recovery, tutoring, and summer school
- * Translation Services for parent/teacher conferences
- * Parent support through workshops on school success
- * Migrant Parent Advisory Council (MPAC)

- * Medical assistance through referrals to outside community agencies
- * Food assistance through referrals to food assistance programs.
- *

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these program. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The District provides remedial and supplemental instructional resources to students who fail to meet performance levels. DeLand High School utilizes these resources through the following:

- * After school tutoring in Math
- * After school preparation activities prior to the FCAT in Reading
- * Collaborative Teams which meet during the summer to insure proper placement of students in courses for the upcoming school year.
- * An 8th Period (after school) APEX credit retrieval class.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- * Red Ribbon Week celebrations and competitions
- * Student mentoring programs
- * Suicide prevention programs
- * Bullying programs
- * Information provided in Personal Fitness classes
- * School Resource Officer

Nutrition Programs

DeLand High School offers a variety of nutrition programs including:

- * Free and reduced Meal Plan
- * A comprehensive school Wellness Plan
- * Nutrition and Wellness classes
- * Culinary Arts courses which emphasize proper nutrition
- * Personal Fitness and P.E. courses
- * A comprehensive sport program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career Academies in place during 2010-2011 school year include our Engineering Academy and our Construction Academy.

In addition we have the following career and technical programs and courses of study at DeLand High School: Agriculture Technology, Business Computer Technology (Digital Design, Web Design), Family and Consumer Science (Culinary Arts and Early Childhood Education), Health Science Education, Industrial Education (Building Construction, Drafting, Carpentry and Cabinetmaking, Engineering), Marketing Education (Fashion Design).

Job Training

DeLand High School offers students' career awareness opportunities through Junior Achievement Programs, job shadowing opportunities, guest speakers from business and industry, and field trips to local business and industry locations . In addition we have a Diversified Cooperative Training Program to enhance practical skills in the workplace.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Mitch Moyer - Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Marilyn Treusch - Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Cathy Hardy, Cindy Rosso, Francis Monroe, Lisa Nehrig, Elizabeth Francis - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Marylea Lueth, Alex Mullen, Darlene Daniels, Katherine Stewart, Melissa Lundell - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: Harriet Dimuro- Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered to be "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The school's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we

respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning. At Deland High School, tiered level supports include "proficiency model" instruction in Math, English, and Science curriculum, soon to be followed by Social Studies.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT, County examinations for Biology, Algebra 1

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on RtI.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Altier, Sarah (Social Studies)
Banks, Peggy (Art)
Bennett, Lianne (Reading)
Butchart, Sheila (Media Specialist)
Calkins, Rick (Administrator)
Claunch Charlotte (ESE)
Degirolmo, Mike (Administrator)
DiMuro, Harriett (Reading Coach)
Epping, Marybeth (English)
Fremont, Robin (ESE)
Holter, Kelly (Reading)
Jendrzewski, Jeanne (Foreign Language)
Lowry, Charlene (English)
Monroe, Francis (Science)
Stanton, Amy (ESE)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team Will meet once every two months. Representative members from a variety of content areas will analyze data pertaining to literacy at Deland High and plan ways to promote Best Practices in content classrooms that enhance literacy. Our activities will allow us to analyze data, reflect on current practices and monitor application of strategies as well as student achievement.

What will be the major initiatives of the LLT this year?

Promotional activities will be in conjunction with departments, the media center (and specialist) and County Literacy Fair members. Students as well as Teacher book clubs will be part of this initiative.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

[Sec. 1003.413\(b\) F.S.](#)

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

Meetings are conducted early in the school year to study and discuss reading data from the previous school year and to determine strategies that can be used in the content areas to enhance skills associated with reading fluency.

*High Schools Only

[Note: Required for High School - Sec. 1008.37\(4\), F.S., Sec. 1003.413\(g\)\(j\) F.S.](#)

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

DeLand High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and cooperative learning opportunities. A daily focus of the school is for teachers and students to examine the relationships and relevance of academic learning to real-life situations as they arise in career education classes. Teachers are also provided reading materials that are based on current events. In addition, identified technology teachers have incorporated "FCAT CONNECT" math, science, and reading strategies into their lessons which focus on highly tested skills found in the Sunshine State Standards.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

DeLand High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and cooperative learning opportunities. Every year, after FCAT testing, students and parents participate in our registration process which exposes them to next year's curriculum to inform their

course selection. After registration, students and parents may meet with counselors to decide what classes will be taken. Students complete interest and career inventories to help them make informed decisions. Parents are invited to meetings and the final course selection is sent home for parent's signatures.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [School Feedback Report](#)

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and/or initiatives that are used at DeLand High School and at the district level are:

- * Dual Enrollment
- * Early College Program
- * High School Showcase
- * Advanced Placement Program
- * International Baccalaureate Program
- * College Expo
- * College Representative Visits
- * Making High School Count Program
- * Making College Count Program

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Students achieving proficiency (FCAT Level 3) in reading will increase by 5 % in grades 9 and 10
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Grade 9: 30% (254) Grade 10: 20% (147)	Grade 9: 35% Grade 10: 25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges specific to working with various subpopulations of students	All teachers will incorporate reading strategies in their daily lesson plans in an effort to make reading a cross-curricular responsibility.	Assistant Principal for Curriculum; ESE Assistant Principal; Reading Coach	Teachers will document their use of reading strategies in their classroom and be ready to share this with administrators when called upon to do so.	Lesson Plan Books and FCAT Results
2	Time for teacher collaboration as a follow up to professional development	Reading and Language Arts teachers will meet as colleagues to discuss the results of the FAIR Assessment and develop reading strategies to increase student's comprehension skills.	Reading Coach, Language Arts Chairman; Assistant Principal for Curriculum	Teachers will assess student's progress on the FAIR Assessment and will develop department-based lesson plans to target areas of weakness.	Subsequent FAIR Assessments; FCAT Results
3	Funding for teachers to participate in the Language Arts Proficiency Model.	All students in English 1 and 2 will participate in the Proficiency Model by demonstrating their understanding of identified core "essentials" in the area of Language Arts. Teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent readers.	Language Arts Department members, teacher/leaders; Assistant Principal for Curriculum	Students will be evaluated following each of the 8 assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills	VPM assessments; FCAT Results.
4	Professional development time for teachers to learn new skills in technology	National Council of Teachers of English Webinar -Extending Our Reach-Promoting Better Reading Through Think Alouds, Visualization and Action Strategies with Technology	Language Arts Department Chairman	Teachers will learn skills that are covered in the webinar, develop an action plan for using these skills in the classroom, and document the use in their lesson plans.	FCAT reading; FAIR assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 5% in grades 9 and 10.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Grade 9: 22% (186) Grade 10: 24% (176)	Grade 9: 27% Grade 10: 29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher training in Springboard curriculum and implementation of program with fidelity in all English classrooms (except pre-IB, AP and IB).	The Springboard curriculum as developed by College Board will be implemented in all non-IB and non-AP English classes. This "Pre-AP" program encourages higher level thinking and analytical skills and prepares students to take a more rigorous curriculum (Advanced Placement) in the 11th and/or 12th grades.	Language Arts Department Chair; teacher/trainers in Springboard.	Teachers will be expected to cover a minimum of 4 of the 5 modules during the 2010-2011 school year. Students will be evaluated on their success with the final assessments in each unit as well as the projects associated with the Springboard curriculum	Springboard assessments; increased registration for Advanced Placement Language and/or Literature courses.
2	Staffing concerns in implementing an elective Language Arts/Math course to prepare students for the PSAT and SAT.	We will implement a "Research" two-semester course which will serve as a test-preparation course for college bound students interested in increasing their College Entrance Examination scores.	Assistant Principal for Curriculum; one English and one Math teacher.	Students will study strategies in Reading and Writing at a college-bound level in the Research course. Teachers will cover strategies for successes on these tests as well as specific skills which will make students more effective in high school and college.	PSAT and SAT results
3	Curriculum standards found in our Career and Technology Education program and the time to implement reading strategies in these classes	FCAT Connect activities centering on reading skills have been developed in past years through our district technology department. Identified technology education teachers will continue to incorporate reading strategies and lessons which focus on highly tested skills found in the Sunshine State Standards.	CTE Department Chair; district support	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	FCAT results; increase in success rate on Industry Certification Exams.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Students making Learning Gains in reading will increase by 5%.
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2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
55% making Learning Gains			60% making Learning Gains in Reading		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difference in reading difficulty level between the 8th grade test and the 9th/10th grade FCAT. More reliance on non-fiction reading	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Teachers will then implement these strategies in the content area classroom	Assistant Principal for Curriculum; Staff Development Office; Department Chairs	FAIR test reading scores will be monitored to determine the effectiveness	FCAT Results
2	Funding for teachers to participate in the Language Arts Proficiency Model.	All students in English 1 and 2 will participate in the Proficiency Model by demonstrating their understanding of identified core "essentials" in the area of Language Arts. Teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent readers.	Language Arts Department members, teacher/leaders; Assistant Principal for Curriculum	Students will be evaluated following each of the 8 assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills	VPM assessments; FCAT Results.
3	Mobility rate of our student population	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach; Assistant Principal	Track student growth using FAIR assessments and meet regularly as departmental teams to foster growth among all students using formative data.	FCAT Results; FAIR results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading			Students in the lowest 25% making learning gains will increase by 5%.		
Reading Goal #4:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
45% making learning gains			50% making learning gains		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The school is experiencing a high	Plans are being developed to include a	Reading Coach, Principal;	Track student growth using FAIR assessments	FCAT and FAIR assessment

1	mobility rate impacting the stability of our lowest 25%.	Reading Intervention teacher through Title 1 funding who will both pull students from their Intensive Reading class to provide more targeted instruction in reading skills and "push into" the reading classes to work with small groups of students within the classroom setting.	Assistant Principal for curriculum.	and meet regularly as grade-level teams to foster growth among all students using formative data.	results
2	Many of our lowest 25% students are a part of our Exceptional Student Education program. Resources needed to work effectively with this group of students.	Implement an English resource classroom for students in the lowest ability levels and work extensively with them to develop their reading skills through language arts classroom.	Assistant Principal for ESE.	Track student growth through FAIR assessment and through the Proficiency Model assessments	FCAT and FAIR results.
3	Identification of students and coordination of reading program is difficult due to the timeliness of receiving FCAT results	The school will support the staffing of a reading coach to coordinate all plans which center on reading improvement at the school. This will include identification and testing of students as well as working with all curricular departments on establishing reading strategies and techniques to be incorporated into their lesson plans.	Reading coach; assistant principal for curriculum.	Reading coach will be a part of the Leadership Team and will provide information and feedback to that team in order to work collegially within the individual departments.	FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	The percentage of students in each ethnic subgroup not making adequate yearly progress will decrease by 10% (safe harbor).
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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AYP was not met this year by any subgroup: White: 44%; Black: 78%; Hispanic: 65%; Asian: N/A; American Indian: N/A.	The percentage of students with below grade level performance in reading will decrease by 10% (Safe Harbor). White: 40%; Black: 70%; Hispanic: 57%; Asian: N/A; American Indian: N/A.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Perception that passing a course such as English will insure proficiency in language arts and reading strategies.	The English 1 and 2 teachers will expand the Proficiency Model in the 2011 school year to include three more benchmarks (total of 8) which students must demonstrate proficiency on in order to complete the course successfully.	Language Arts Department leaders in the Volusia Proficiency Model.	English 1 and 2 teachers will meet to assess the effectiveness of the program and to make adjustments where needed. Assessments will be developed and item analysis conducted to insure the fidelity of the proficiency tests.	FCAT results; proficiency assessment results.

2	Mobility rate or students in all subgroups; increased difficulty level of the reading test to include more non-fiction passages	The continuation of our Intensive Reading program to provide continuity in skill development for students who were identified in the Middle School as needing remediation prior to taking the FCAT and for students who did not pass the 10th grade reading FCAT.	Reading coach; Assistant Principal for Curriculum and ESE Administrator	Reading Team meetings to develop targeted strategies which are effective at meeting the needs of lower level students.	FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	N/A
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10% (safe harbor).
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Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
83% of students below grade level in reading	75% of students below grade level in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our lowest 25% students are a part of our Exceptional Student Education program. Resources	Implement an English resource classroom for students in the lowest ability levels and work extensively with them	Assistant Principal for ESE.	Track student growth through FAIR assessment and through the Proficiency Model assessments	FCAT and FAIR results.

	needed to work effectively with this group of students.	to develop their reading skills through language arts classroom.			
2	The amount of time spent on reading instruction in a "one-period per day" course is not adequate to meet the needs of our lowest 25% ESE students.	The Read 180 program will be continued for tier one students. Students will be identified through their FCAT and other assessments and will be registered in this two-period Intensive Reading class with a trained Read 180 teacher.	Reading Coach; Assistant Principal for ESE.	Track students growth through the Read 180 program which provides a wealth of data relative to student achievement through the program.	FCAT results; FAIR assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Percentage of Economically Disadvantaged students not making Adequate Yearly Progress will decrease by 10% (safe harbor).
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
64% not making AYP	58% not making AYP

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Assistant Principal for Curriculum; Reading Coach	Students in this category come from all ethnic backgrounds. Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessments
2	High absentee rate of identified students	Classroom teachers will help to monitor student attendance, which is crucial to academic achievement in school. They will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Data processing administrator	Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessment; Academic Achievement

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Proficiency Model in English 1 and 2 classes	9 and 10/English	Bette Francis; Susie Lowry; Bianca Ernest; Michele Bishop	All English 1 and 2 teachers	Meetings scheduled weekly and monthly	Following each proficiency assessment, teachers will meet and discuss the item analysis, areas of strength and weakness, and develop strategies to address identified areas of concern.	Assistant Principal for Curriculum; Language Arts Department Chair
Reading in the Content Areas	All grade levels and subjects	Harriett DiMuro, Reading Coach	School-wide	Department meetings	Daily lesson plans books will be monitored to show evidence of incorporating reading strategies into the content area.	Evaluating administrators
FAIR results assessment	Intensive Reading Teachers	Harriett DiMuro	Intensive Reading Teachers	Following each administration of the FAIR assessment	FAIR results will be disseminated to reading teachers; results will be discussed with improvement areas identified; strategies for remediation of areas of weakness will be defined.	Assistant Principal for Exceptional Student Education
Springboard Curriculum	All grade levels of English and English Honors	Lisa Nehrig, Susie Lowry (Springboard trainers)	All Language Arts Teachers (non-IB)	Meetings scheduled monthly to include agenda item dealing with the Springboard curriculum	Teachers will meet with Springboard lead teachers to discuss their progress in the curriculum, difficulties that they are experiencing, and solutions to increase student achievement	Assistant Principal for Curriculum, Evaluating Administrators, Language Arts Department Chairman
FCAT Connect Activities and Strategies	All Career and Technology Education Programs	Peter Policke; district-level CTE specialists	All CTE Teachers	Summer in-service to develop curriculum activities aligning CTE Standards with highly tested reading skills.	CTE Teachers will use the strategies in their classrooms which make reading skills relevant to the specific career/technology discipline	Department Chairman for CTE Department.
English Resource classroom	English 1 (9th grade) ESE students; lower quartile	Lisa Nehrig, Language Arts Department Chair	English resource classroom teacher	Monthly meetings	ESE resource class curriculum will mirror that of the regular classroom, but will incorporate intensive reading and problem solving strategies to meet the needs of targeted learners.	Assistant Principal for Exceptional Student Education
Read 180 Program from Scholastics	9th and 10th grade Intensive Reading	Harriett DiMuro, Reading Coach	Identified Read 180 teachers	Meetings as needed to update skills associated with the Read 180 Program and its curriculum	Effectiveness of the Read 180 Program will be monitored each year following the reporting of FCAT results.	Assistant Principal for Exceptional Student Education
National Council of Teachers of English Webinar- Extending Our Reach- Promoting Better Reading Through Think Alouds, Visualization and Action Strategies with	Grades 9-12 all levels of English	Lisa Nehrig, Language Arts Department Chair	All Language Arts Teachers	Monthly meetings	Following the webinars, teachers will develop an action plan for using strategies in their classes and document their use in their lesson plans	Department Chair, Assistant Principal for Curriculum

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EDGE Reading Materials	Workbooks which supplement classroom adopted teaching material in the Intensive Reading classes	Title 1	\$7,300.00
Reading Intervention Teacher	Personnel addition to pull out students who are in the lowest 25% of reading ability according to the prior-year FCAT	Title 1	\$65,000.00
			Subtotal: \$72,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Webinar: National Council of Teacheres of English	WBRA-Extending Our Reach-Promoting Better Reading Through Think Alouds, Visualization and Action Strategies with Technology	Title 1	\$158.00
			Subtotal: \$158.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Volusia Proficiency Model	Teachers working in groups to develop and monitor the program; reteaching labs for student contact and re-assessment	Title 1 and district SAI funds	\$50,000.00
Springboard Training and teacher meetings	Stipend of \$15/hour to teachers meeting in teams to coordinate Springboard Program and coverage of Model Instructional Units.	District funding and Title 1	\$5,000.00
FAIR result assessment	Stipend of \$15/hour to Intensive Reading teachers to study results of FAIR test and to develop strategies to meet the individual needs of students.	Title 1	\$5,000.00
			Subtotal: \$60,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$132,458.00

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 5% in grades 9 and 10.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Grade 9: 35% (294) Grade 10: 29% (211)	Grade 9: 40% Grade 10: 34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for teachers to participate in the Algebra 1 Proficiency Model.	All students in Algebra 1 and 1b will participate in the Proficiency Model by demonstrating their understanding of identified core "essentials" in the area of Algebra 1. Teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent in mathematics.	Mathematics Department members, teacher/leaders; Assistant Principal for Curriculum	Students will be evaluated following each of the 8 assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills	VPM assessments; FCAT Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Students achieving above proficiency (FCAT Level 4 and 5) in mathematics will increase 5% in grades 9 and 10.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Grade 9: 29% (244) Grade 10: 40% (291)	Grade 9: 34% Grade 10: 45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher training in Springboard curriculum and implementation of program with fidelity in identified mathematics	The Springboard curriculum as developed by College Board will be implemented in identified math classes.	Mathematics Department Chair; teacher/trainers in Springboard.	Teachers will be expected to cover a minimum of 4 of the 5 modules during the 2010-2011 school year.	Springboard assessments; increased registration for Advanced

1	classrooms.	This "Pre-AP" program encourages higher level thinking and analytical skills and prepares students to take a more rigorous curriculum (Advanced Placement) in the 11th and/or 12th grades.		Students will be evaluated on their success with the final assessments in each unit as well as the projects associated with the Springboard curriculum	Placement Language and/or Literature courses.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Students making Learning Gains in reading will increase by 5%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
73% making Learning Gains in Mathematics	78% making Learning Gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for teachers to participate in the Algebra Proficiency Model.	All students in Algebra 1 will participate in the Proficiency Model by demonstrating their understanding of identified core "essentials" in the area of Algebra. Teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent.	Mathematics Department members, teacher/leaders; Assistant Principal for Curriculum	Students will be evaluated following each of the 8 assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills	VPM assessments; FCAT Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	Students in the lowest 25% making learning gains will increase by 5%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
73% making learning gains	78% making learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The school is	Plans are being	Math department	FCAT Mathematics	FCAT and FAIR

1	experiencing a high mobility rate impacting the stability of our lowest 25%.	implemented to include a Math Intervention teacher through Title 1 funding who will pull students from their elective classes to provide more targeted instruction in math skills	chairmen; Principal; Assistant Principal for curriculum.		assessment results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	The percentage of students in each ethnic subgroup not making adequate yearly progress will decrease by 10% (safe harbor).
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Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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AYP was not met this year by any subgroup other than White: 25%; Black: 58%; Hispanic: 49%; Asian: N/A; American Indian: N/A.	The percentage of students with below grade level performance in reading will decrease by 10% (Safe Harbor). White: 22%; Black: 52%; Hispanic: 44%; Asian: N/A; American Indian: N/A.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Perception that passing a course such as Algebra 1 will insure proficiency in math skills and strategies	The Algebra 1 and 1b teachers will expand the Proficiency Model in the 2011 school year to include more benchmarks which students must demonstrate proficiency on in order to complete the course successfully.	Mathematics Department leaders in the Volusia Proficiency Model.	Algebra 1 and 1b teachers will meet to assess the effectiveness of the program and to make adjustments where needed. Assessments will be developed and item analysis conducted to insure the fidelity of the proficiency tests.	FCAT results; proficiency assessment results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	N/A
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Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10% (safe harbor).
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
70% of students below grade level in mathematics.	63% of students below grade level in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate impacting the stability of our ESE students. Consistency is needed in the acquisition of math skills	Plans are being implemented to include a Math Intervention teacher through Title 1 funding who will pull students from their elective classes to provide more targeted instruction in math skills	Math department chairmen; Principal; Assistant Principal for curriculum.	Math teachers will work together as a team to evaluate the individual needs of students in an effort to more effectively instruct them on specific algebraic skills.	FCAT and FAIR assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10% (safe harbor).
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
44% of students below grade level in Math.	40% of students below grade level in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate impacting the stability of our Economically Disadvantaged students. Consistency is needed in the acquisition of math skills	Plans are being implemented to include a Math Intervention teacher through Title 1 funding who will pull students from their elective classes to provide more targeted instruction in math skills	Math department chairmen; Principal; Assistant Principal for curriculum.	Math teachers will work together as a team to evaluate the individual needs of students in an effort to more effectively instruct them on specific algebraic skills.	FCAT and FAIR assessment results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volusia Proficiency Model/Algebra 1	Mathematics. All Algebra 1 and 1b students	Cathy Hardy	All Algebra 1 and 1b teachers and coteachers	Weekly and monthly meetings	Following each proficiency assessment, teachers will meet and discuss the item analysis, areas of strength and weakness, and develop strategies to address identified areas of concern.	Assistant Principal for Curriculum; Mathematics Department Chairmen
Springboard Training and inservice	Algebra and Geometry	Mathematics Department Chair, Springboard trained teachers	Algebra and Geometry teachers	Weekly and monthly meetings	Teachers will debrief their success with the Springboard curriculum and develop strategies and activities which will make it more relevant to the needs of Algebra and Geometry students	Mathematics Department Chairs, Assistant Principal for Curriculum
DA Assessment Results	Algebra, Geometry, 10th grade	Margaret Bambrick, District Math Specialist, Math Department Chairs	All Geometry and Algebra teachers and those who teach 10th graders	Following each DA Assessment	Teachers will learn how to interpret the results of the Differentiated Accountability Assessments and develop strategies to target weak areas in the classroom	Assistant Principal for Curriculum, Math Department Chairs

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Volusia Proficiency Model...Algebra 1	Teachers working in groups to develop and monitor the program; reteaching labs for student contact and re-assessment. Meeting time and reteaching labs	Title 1 and SAI Funding	\$50,000.00
Math Intervention Teacher	Staffing resource which will have as his main area of responsibility the identification and remediation of Algebra 1 skills of students who are not proficient in identified areas.	Title 1	\$50,000.00
			Subtotal: \$100,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Training	Training in the Springboard curriculum for new teachers and meeting time for those in the program. \$15/hour stipend for teachers to discuss results of Springboard lessons and	Title 1, district supported inservice	\$5,000.00

	develop effective teaching strategies		
Differentiated Assessment Results	Teacher meeting time at \$15/hour to study results of DA assessment and develop lesson plans to target areas of weakness	Title 1	\$5,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$110,000.00			

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in science		The percentage of students achieving proficiency in science will increase by 5%.			
Science Goal # 1:					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
41% (280) students achieved proficiency in science		46%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students perception of the FCAT Science test as not being quite as important as the FCAT Reading and Math tests since it is not a graduation requirement.	Students scoring a level one on the FCAT Science test or who do not attend school to take the test will be required to take a science course in their senior year. These students have not demonstrated a degree of proficiency in science.	Assistant Principal for Data Processing and Curriculum; Science Department Chairmen	The percentage of students who score level one on the FCAT Science test will decrease. We will maintain at least 95% testing rate.	FCAT Science.
2	The maturity level of students to be able to safely and effectively participate in science labs.	In an effort to make science more relevant to students, science teachers will schedule a minimum of three hands-on laboratory exercises each grading period in every course they teach.	Science Department Chairmen, Assistant Principal for Curriculum	The development of lab manual which will categorize the essential labs for each course. An increase in problem-solving skills demonstrated by students as a result of the labs.	FCAT Science, DA Assessments.
	Time for the members of our science department to meet and coordinate their curricula for each course taught	Members of the department who teach Biology, Chemistry and Environmental Science have initiated the Proficiency Model which	Teacher/leaders in the science department	The percentage of students demonstrating proficiency in each area will increase as they are retaught and retested on the	FCAT Science, DA Assessments, Proficiency Assessments

3		identifies core benchmarks which students must achieve in order to pass the course. Assessments are written and students are re-taught the material that they initially were not successful on.		identified benchmarks.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	The percentage of students achieving above proficiency in science will increase by 5%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
6% (41) students achieved above proficiency in science	11%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for the members of our science department to meet and coordinate their curricula for each course taught	Members of the department who teach Biology, Chemistry and Environmental Science have initiated the Proficiency Model which identifies core benchmarks which students must achieve in order to pass the course. Assessments are written and students are re-taught the material that they initially were not successful on.	Teacher/leaders in the science department	The percentage of students demonstrating proficiency in each area will increase as they are retaught and retested on the identified benchmarks.	FCAT Science, DA Assessments, Proficiency Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Labs in all classrooms	All science subjects and grades	Frances Monroe and Cindy Rosso, Science Department Chairmen	All Science Teachers	Weekly and Monthly meetings	Development of Science Lab Manual of required labs for each grade level and subject.	Assistant Principal for Curriculum

Volusia Proficiency Model in Biology, Chemistry and Environmental Science	9-12, identified subjects	Dean Tate, Frances Monroe, Amy Monahan	Teachers of identified subjects	Weekly and monthly meetings. Meetings are stipended at \$15/hr and student contact is at the teacher's hourly rate	Plans to assess program based on higher pass rate in courses as well as students scoring 3 or better on the FCAT science exam	Assistant Principal for Curriculum, Science Department Chairmen
DA Assessment Results	11th grade science	Jennifer Taylor, District Science Specialist; Science Department Chairs	All teachers who teach 11th graders in their science classes	Following each DA Assessment	Teachers will learn how to interpret the results of the Differentiated Accountability Assessments and develop strategies to target weak areas in the classroom	Assistant Principal for Curriculum; Science Department Chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Labs in all classrooms	Lab Materials related to each course/subject.	School Improvement Grants, Title 1	\$5,000.00
Volusia Proficiency Model in Biology, Chemistry and Environmental Science	Stipend for teacher meeting time and student contact time	Title 1 and SAI funding	\$50,000.00
			Subtotal: \$55,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Accountability Results	Teacher meeting time at \$15/hour to study results of DA assessment and develop lesson plans to target areas of weakness.	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$60,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	The percentage of students scoring FCAT Level 3.0 or higher on the Writing FCAT will increase by 1% in order to meet adequate yearly progress. The percentage of students scoring FCAT level 4 or higher will increase by 5% for school grade consideration.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
92% (673) scored 3.0 or higher on the Writing FCAT.	93% will score Level 3 or higher. 71% will score 4.0 or

66% (482) scored 4.0 or higher on the Writing FCAT.		higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A segment of our students are apathetic about the FCAT Writing Test since it is not part of their graduation requirement.	DeLand High School will continue our focus on writing skills by incorporating relevant and meaningful writing prompts into all curricular areas. Students will complete writing prompts on a scheduled basis throughout the school year in all disciplines.	Assistant Principal for Curriculum; Language Arts Department Chairman	Students in identified language arts classes will complete a writing prompt which will be scored using a rubric similar to that used on the FCAT. Scores will be entered into the state database and serve as a differentiated accountability assessment.	FCAT Writes, DA Assessment
2	Students do not see the importance of proper grammar in their daily communications	The "essentials" that are identified as a part of the English 1 and 2 Proficiency Models will include two new benchmarks: Writing with Details and Sentence Revision. These non-negotiables must be mastered before a student passes English 1 and/or 2.	Bette Francis/Susie Lowry, Bianca Ernest/Michele Bishop, teacher leaders	90% or more of our students showing proficiency in the two target areas	FCAT Writes, DA Assessment in Writing
3	The mobility rate at the school hinders the students' acquisition of writing skills.	DeLand High School will continue to implement and expand the College Board's Springboard Program into all Language Arts courses (except IB) during the 2011 school year. Emphasis will be placed on writing and critical thinking skills in these courses.	Language Arts Department Chairman; curriculum office.	The use of the Springboard Program will be monitored internally by the language arts department. Teachers will monitor the effectiveness of the program in the acquisition of writing skills.	DA Assessment in Writing; FCAT Writes.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	All subgroups made AYP in Writing in 2010. They will continue to improve their performance on the FCAT Writing Assessment by increasing the percentage scoring at level 3 or above by 1%.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Adequate Progress was made by all Ethnic subgroups: White: 94%; Black: 83%; Hispanic: 91%.	White: 95%; Black: 84%; Hispanic: 92%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	A segment of our students are apathetic about the FCAT Writing Test since it is not part of their graduation requirement.	DeLand High School will continue our focus on writing skills by incorporating relevant and meaningful writing prompts into all curricular areas. Students will complete writing prompts on a scheduled basis throughout the school year in all disciplines.	Assistant Principal for Curriculum; Language Arts Department Chairman	Students in identified language arts classes will complete a writing prompt which will be scored using a rubric similar to that used on the FCAT. Scores will be entered into the state database and serve as a differentiated accountability assessment.	FCAT Writes, DA Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A			
Writing Goal #2B:					
Writing Goal #2B: English Language Learners (ELL)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		Students with Disabilities realized AYP in 2010 and will continue to do so by increasing the performance of those scoring 3 or better by 1%.			
Writing Goal #2C:					
Writing Goal #2C: Students with Disabilities (SWD)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
74% of students scored level 3 or better on the FCAT Writes			75%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A segment of our students are apathetic about the FCAT Writing Test since it is not part of their graduation	DeLand High School will continue our focus on writing skills by incorporating relevant and meaningful writing	Assistant Principal for Curriculum; Language Arts Department Chairman	Students in identified language arts classes will complete a writing prompt which will be scored using a rubric	FCAT Writes, DA Assessment

1	requirement.	prompts into all curricular areas. Students will complete writing prompts on a scheduled basis throughout the school year in all disciplines.		similar to that used on the FCAT. Scores will be entered into the state database and serve as a differentiated accountability assessment.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Economically Disadvantaged students realized AYP in 2010 and will continue to do so by increasing the performance of those scoring 3 or better by 1%.
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Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
89% of Economically Disadvantaged students improved their performance on the 2010 FCAT Writes.	90%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A segment of our students are apathetic about the FCAT Writing Test since it is not part of their graduation requirement.	DeLand High School will continue our focus on writing skills by incorporating relevant and meaningful writing prompts into all curricular areas. Students will complete writing prompts on a scheduled basis throughout the school year in all disciplines.	Assistant Principal for Curriculum; Language Arts Department Chairman	Students in identified language arts classes will complete a writing prompt which will be scored using a rubric similar to that used on the FCAT. Scores will be entered into the state database and serve as a differentiated accountability assessment.	FCAT Writes, DA Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bulldog Writes Program which emphasises writing						

across the disciplines. Writing assignments completed and graded in all curricular areas at identified times during the school year.	All Subjects and grade levels	Department Chairmen	All subjects and grades	Monthly department meetings to discuss progress of writing program	Program will be assessed each year following the reporting of FCAT Writes scores and SAT Writing scores	Testing Coordinator, Assistan Principal for Curriculum, Department chairs
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Bulldog Writes Program...following each Bulldog Writes session, departments will meet to debrief results and determine strategies to improve student writing in their disciplines	Stipend at \$15/hour to provide teachers with the time to meet after school and discuss writing assignments	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate will increase by 5% in 2011. The number of excessive absences and tardies will decrease by 5%.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
92.61%	93.11%
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)

Current number of excessive absences: 1561	Expected Number of excessive absences: 1483
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
Current number of students with 10 or more tardies: 2079	Expected number of students with 10 or more tardies: 1975

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The current mandatory attendance age is set at 16, which legally allows a high school student to miss school with little consequences.	Teachers will use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school.	Assistant Principal for Curriculum; Assistant Principal for Data Processing.	Student attendance will be monitored each grading period to determine the effect of the Pinnacle software.	Attendance reports.
2	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions	During the 2011 school year we are instituting a policy to address the most frequent cause for referrals: tardy students. We have made a commitment to teachers and to the importance of class time by asking teachers to lock their doors at the bell and begin instruction promptly. Students who are not in class at that time report to a central area for a time-out detention for that period. It is our hope that this immediate consequence to being late to class will reduce the number of these referrals and thereby reduce the numbers needing to serve detentions. Since the major reason students are placed in in-school detention is the failure to serve after-school detentions, this will also result in a decrease of these forms of discipline	Assistant principals for discipline	The effectiveness of the new program will be reviewed at the end of each grading period to note any change in student behavior.	Discipline reports.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle Software	All grades and subjects	Timothy Shea, Gradebook Manager; Michelle Sojka, Attendance Administrator	Schoolwide	Preplanning and District-wide staff development days	Attendance reports will be monitored to determine the effectiveness of the Pinnacle software	Michelle Sojka, Data Processing Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Advocate	A staffing unit will be committed to a Student Advocate who will have as a part of his duties the monitoring of students who are chronically absent and/or tardy and who will make contact with the home to elicit parental support in effecting student improvement	Title 1	\$57,000.00
			Subtotal: \$57,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$57,000.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions will decrease by 5% in school year 2011
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
Number of in-school suspensions in 2010: 3068	Expected number of in-school suspensions in 2011: 2915
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School

Number of students suspended in school in 2010: 921	Expected number of students suspended in-school in 2011: 875
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
Number of Out-of-School suspensions in 2010: 820	Expected number of out-of-school suspensions in 2011: 779
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
Number of students suspended out-of-school in 2010: 460	Expected number of students suspended out-of-school in 2011: 437

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions	During the 2011 school year we are instituting a policy to address the most frequent cause for referrals: tardy students. We have made a commitment to teachers and to the importance of class time by asking teachers to lock their doors at the bell and begin instruction promptly. Students who are not in class at that time report to a central area for a time-out detention for that period. It is our hope that this immediate consequence to being late to class will reduce the number of these referrals and thereby reduce the numbers needing to serve detentions. Since the major reason students are placed in in-school detention is the failure to serve after-school detentions, this will also result in a decrease of these forms of discipline	Assistant principals for discipline	The effectiveness of the new program will be reviewed at the end of each grading period to note any change in student behavior.	Discipline reports.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Tardy Program	All grades/subjects	Michelle Sojka, Assistant Principal for Data Processing and Attendance	School-wide	Sept. 15, 2010 and ongoing	Tardy reports and discipline reports	Carlos Scott, Assistant Principal for Discipline

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	The percentage of students who drop out of school will decrease in the 2011 school year by 5%. The graduation rate will increase by 5%.
2010 Current Dropout Rate: *	2011 Expected Dropout Rate: *
1.9%	1.4%
2010 Current Graduation Rate: *	2011 Expected Graduation Rate: *

83.1%			83.6%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	State of Florida allows students who are 16 to drop out of high school; high mobility rate; necessity in these economic times to have a job.	Title 1 funds will be used to staff a Student Advocate during the 2011 school year. This teacher will work with students and parents to encourage students to remain in school and graduate. He will be a liaison between the home and school and coordinate efforts with teachers to assist struggling students	Student Advocate	Students will be tracked for their four year high school career. Interventions in place should help to decrease the reasons for dropping out of school	Drop-out rate and graduation rate data.
2	Economic times which necessitate students going to work after high school graduation rather than to college	The AVID Program will be reinstated during the 2011 school year. This Program which stands for Advancement Via Individual Determination, seeks to foster educational goals of college attendance for students "in the middle" whose families have never attended college.	Steve Allen, AVID Coordinator	The AVID Program has an extensive monitoring procedure which all schools who are seeking to become "certified" must address.	AVID evaluations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Program	Funding of AVID teachers, training, and associated costs with the program	Title 1	\$66,500.00
			Subtotal: \$66,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$66,500.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percentage of parents participating in the Deland High School Advisory Council will increase by 10%. This increased interest will mirror an increase in both academic and non-academic related activities/sports associated with the school.
2010 Current Level of Parent Involvement: *	2011 Expected Level of Parent Involvement: *
25 parents/non-employees	28 parents/non-employees

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There tends to be a drop in participation level of parents at the High School level.	Strategies include an increased communication effort to inform parents of school activities. This includes an expanded Deland High website and the use of the district phone-calling service. Parents and community members will be invited to SAC meetings, Open Houses, Parent Input Sessions. Parents will be encouraged to use school related technology including Pinnacle gradebook and Parent Portal. There will be a Family Night Registration for	Administrative Team	Sponsors of clubs, activities and parent groups on campus will conduct a survey to determine any increase or decrease in participation	Needs assessment survey

		upcoming 9th graders and parents in the spring as well as a Ninth Grade Orientation night to familiarize students and parents with all that Deland High School has to offer.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Media Center Family Afternoons and Evenings	Staffing of Media Center for one hour after school (Monday-Thursday)and two evenings per month from 5:00 to 7:00 P.M.	Title 1	\$4,920.00
			Subtotal: \$4,920.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle Gradebook informational mailing	Postage to send information and login information to parents concerning Pinnacle Gradebook	Title 1	\$836.00
			Subtotal: \$836.00
			Grand Total: \$5,756.00

End of Parent Involvement Goal(s)

Additional Goal(s)

Job Training Goal:

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. Job Training Goal Job Training Goal #1:	Students will increase amount of participation in job training skills by 10%
2010 Current level of Parent Involvement: *	2011 Expected level of Parent Involvement: *
50% participation	60% participaton

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's disability may prevent their partial to complete participation in job training skills.	Visual supports, adaptive strategies, augmentative communication devices based on needs determined from the Discrepancy Analysis from the Activity Planners.	Teacher on Assignment, Teachers, and paraprofessionals in the Multi-VE Department	Complete the Discrepancy Analysis on the Activity Planners to determine area of adaptive strategies and prompts needed.	Activity Planners

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Job Training Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	EDGE Reading Materials	Workbooks which supplement classroom adopted teaching material in the Intensive Reading classes	Title 1	\$7,300.00
Reading	Reading Intervention Teacher	Personnel addition to pull out students who are in the lowest 25% of reading ability according to the prior-year FCAT	Title 1	\$65,000.00
Mathematics	Volusia Proficiency Model...Algebra 1	Teachers working in groups to develop and monitor the program; reteaching labs for student contact and re-assessment. Meeting time and reteaching labs	Title 1 and SAI Funding	\$50,000.00
Mathematics	Math Intervention Teacher	Staffing resource which will have as his main area of responsibility the identification and remediation of Algebra 1 skills of students who are not proficient in identified areas.	Title 1	\$50,000.00
Science	Science Labs in all classrooms	Lab Materials related to each course/subject.	School Improvement Grants, Title 1	\$5,000.00
Science	Volusia Proficiency Model in Biology, Chemistry and Environmental Science	Stipend for teacher meeting time and student contact time	Title 1 and SAI funding	\$50,000.00
Attendance	Student Advocate	A staffing unit will be committed to a Student Advocate who will have as a part of his duties the monitoring of students who are chronically absent and/or tardy and who will make contact with the home to elicit parental support in effecting student improvement	Title 1	\$57,000.00
Dropout Prevention	AVID Program	Funding of AVID teachers, training, and associated costs with the program	Title 1	\$66,500.00
Parental Involvement	Media Center Family Afternoons and Evenings	Staffing of Media Center for one hour after school (Monday-Thursday) and two evenings per month from 5:00 to 7:00 P.M.	Title 1	\$4,920.00
				Subtotal: \$355,720.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Webinar: National Council of Teachers of English	WBRA-Extending Our Reach-Promoting Better Reading Through Think Alouds, Visualization and Action Strategies with Technology	Title 1	\$158.00
				Subtotal: \$158.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Volusia Proficiency Model	Teachers working in groups to develop and monitor the program; reteaching labs for student contact and re-assessment	Title 1 and district SAI funds	\$50,000.00
Reading	Springboard Training and teacher meetings	Stipend of \$15/hour to teachers meeting in teams to coordinate Springboard Program and coverage of Model Instructional Units.	District funding and Title 1	\$5,000.00
Reading	FAIR result assessment	Stipend of \$15/hour to Intensive Reading teachers to study results of FAIR test and to develop strategies to meet the individual needs of students.	Title 1	\$5,000.00
Mathematics	Springboard Training	Training in the Springboard curriculum for new teachers and meeting time for those in the program. \$15/hour stipend for teachers to discuss results of Springboard lessons and develop effective teaching strategies	Title 1, district supported inservice	\$5,000.00
Mathematics	Differentiated Assessment Results	Teacher meeting time at \$15/hour to study results of DA assessment and develop lesson plans to target areas of weakness	Title 1	\$5,000.00
Science	Differentiated Accountability Results	Teacher meeting time at \$15/hour to study results of DA assessment and develop lesson plans to target areas of weakness.	Title 1	\$5,000.00
Writing	Bulldog Writes Program...following each Bulldog Writes session, departments will meet to debrief results and determine strategies to improve student writing in their disciplines	Stipend at \$15/hour to provide teachers with the time to meet after school and discuss writing assignments	Title 1	\$5,000.00
				Subtotal: \$80,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement	Pinnacle Gradebook informational mailing	Postage to send information and login information to parents concerning Pinnacle Gradebook	Title 1	\$836.00
				Subtotal: \$836.00
				Grand Total: \$436,714.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/18/2010 12:08:20 AM)

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Departmental initiatives tied into the School Improvement Plan	\$11,000.00
School-wide programs tied into reading, math, science, and writing improvement	\$5,000.00

Describe the activities of the School Advisory Council for the upcoming year

The primary function of the School Advisory Council at DeLand High School is to assist with the development and monitoring of our School Improvement Plan. A portion of our first meeting in September is devoted to a discussion of the data which was generated by the state Department of Education dealing with School Grades Trends, Adequate Yearly Progress and FCAT Performance levels. Members are encouraged to study the data and to provide feedback during the month of September as to ideas that they have which may be incorporated into the upcoming School Improvement Plan. These ideas are used in the decision-making process as to its inclusion in the Plan. Our October meeting consists of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings this year will include departmental and school-wide requests for School Improvement funding which are tied into the plan, a presentation by our Leadership Team and Department Chairs as to programs being initiated or continued this year which support the plan. Our March meeting typically includes the results of the mid-year review and an update on the progress of the plan. The SAC takes a close look at the school budgetting process at our May meeting. This year they will be studying expenditures associated with Title One.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Volusia School District DELAND HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	76%	80%	53%	262	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	74%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	62% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					506	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District DELAND HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	80%	81%	45%	262	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	77%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	69% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					527	
Percent Tested = 97%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District DELAND HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	75%	85%	51%	261	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	70%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	60% (YES)			103	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					497	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested