

SIP ASSURANCES

DeLand High School

I do hereby certify that all facts, figures, and representations in this school improvement plan are true, accurate, and consistent with all applicable statutes, regulations, and procedures required by state and federal agencies. Additionally, I do hereby certify the school will implement with fidelity the actions outlined in Section IV.

Steven Katz
School Advisory Council Chair Printed Name

School Advisory Council Chair Signature

Mitch Moyer
Principal Printed Name

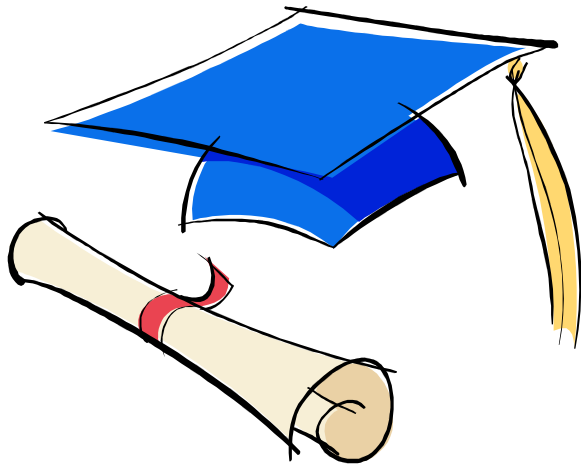
Principal Signature

Louis R. Menendez
Area Superintendent Printed Name

Area Superintendent Signature

DeLand High School

Strategic Plan for School Improvement



2009-2010

Mitch Moyer, Principal
Steven Katz, SAC Chairman
Lawrence Beal, Assistant Principal
Richard Calkins, Teacher on Assignment
Steve Davenport, Assistant Principal
Michael Degirolmo, Assistant Principal
Carlos Scott, Assistant Principal
Timothy Shea, Assistant Principal
Michelle Sojka, Assistant Principal

386-822-6909

800 North Hill Avenue
DeLand, Florida 32724

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**REPORT OF THE
2008-2009
SCHOOL IMPROVEMENT
PLAN**

SCHOOL ADVISORY COUNCIL MEETING SCHEDULE

DATE OF SAC MEETING	LOCATION OF SAC MEETING	TIME OF SAC MEETING
September 4, 2008	Media Center	6:30 P.M.
October 2, 2008	Media Center	6:30 P.M.
November 6, 2008	Media Center	6:30 P.M.
December 4, 2008	Media Center	6:30 P.M.
January 15, 2009	Media Center	6:30 P.M.
February 5, 2009	Media Center	6:30 P.M.
March 12, 2009	Media Center	6:30 P.M.
April 2, 2009	Media Center	6:30 P.M.
May 7, 2009	Media Center	6:30 P.M.

GOAL STATUS REPORT

2008-2009 School Improvement Plan

Goal 1: We will increase achievement for each and every student as measured by rigorous national, state, and local standards.

Objective One: Fifty-two percent of our lowest quartile reading students in the 9th and 10th grades, including students with disabilities, will demonstrate adequate progress on the 2009 FCAT. Seventy percent of our lowest quartile mathematics students in the 9th and 10th grades, including our students with disabilities, will demonstrate adequate progress on the 2009 FCAT.

Objective Two: Sixty-five percent of our tenth graders will score 4.0 or higher on the writing prompt as measured by the 2009 FCAT Writes assessment.

Objective Three: Fifty percent of our eleventh graders will score at or above Level 3 on the 2009 FCAT Science assessment

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: yes no

*Comments: Based on the 2009 FCAT scores for all curriculum levels, all three objectives were not met. The percentage of our lower quartile reading students in the 9th and 10th grade fell from 49% in 2008 to 46% in 2009 and resulted in a deduction in our school grade from a B to C. The percentage of our lower quartile mathematics students in the 9th and 10th grade fell from 69% in 2008 to 62% in 2009. The percentage of tenth graders who scored a 4.0 or higher on the writing prompt fell from 59% to 57%. While we did not reach the 50% mark for scores of 3.0 or better on the 11th grade Science FCAT, our students did make significant improvement by increasing the percentage scoring 3 or better from 39% in 2008 to 47% in 2009.

Goal 2: We will close the achievement gap between identified sub-populations and the general population as a whole, while continuing to raise all students' academic performance.

Objective One The graduation rate of our African-American students will increase from 45% to 50% in 2008 as measured by the No Child Left Behind Adequate Yearly Progress Report. Graduation rates for other sub-groups, including Hispanic, Economically Disadvantaged, and ESE, will continue to increase by at least 2 percentage points per year.

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: yes no

*Comments: We are pleased to report that the first part of this objective was met and the graduation rate of our African-American students increased from 45% to 55% from 2007 to 2008 as measured by the No Child Left Behind Adequate Yearly Progress Report. The rate for our Economically Disadvantaged students increased by the projected two percentage points from 53% to 56%. Our Hispanic students and students with disabilities did not realize gains in their graduation rates, however, and decreased nine and three percentage points respectively.

Goal 3: We will meet the diverse educational needs of all students.

Objective 1. At Deland High School, the distribution of referrals (not including tardy only) for each student subgroup will be 2 percentage points higher for Category A (0-1 referral); 1 percentage point fewer for Category B (2-5 referrals); and 1 percentage point fewer for Category C (6 or more referrals).

Objective 2. Participation in our mentoring programs, school advisory council, and business partner organizations will increase by 10% during the 2008-2009 school year in an effort to provide resources and programs that strengthen student learning and create an atmosphere where families and community members from diverse backgrounds are welcome and their involvement is encouraged.

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: yes no

*Comments:

Discipline data from the 2009 school year indicate that in most areas our students increased their status in Category A (0-1 referral) and decreased their classification in Categories B (2-5 referrals) and C (6 or more referrals). Several subgroups realized changes greater than anticipated in the objective. The chart below demonstrates the rate of change for each group. Areas of concern that remain are highlighted. We will continue this objective until the district goal of 80%/15%/5% is realized in each category.

	Female				Male			
	All	Black	Hispanic	White	All	Black	Hispanic	White
A%	75.7/77.2	56.4/57.6	70.9/78.9	80.3/81.2	61.3/65.3	46.6/49.2	56.4/59.6	64.0/69.2
B%	15.4/14.6	22.8/19.7	19.5/15.1	13.3/13.6	22.3/21.7	22.7/24.4	22.7/26.0	22.6/20.5
C%	8.9/8.0	20.8/22.6	9.5/5.9	6.3/5.0	16.4/12.9	30.8/26.3	20.9/14.2	13.4/10.2

Participation in our parent and community organizations has grown over the past year. We continue to have a very active Business Partners Organization who assist with our Bulldog 101 program and as student mentors. Our School Advisory Council meets on a monthly basis and was instrumental last year in streamlining the process by which teachers could access funding to improve and enhance their programs.

In Volusia County Schools, adequate progress for the overall school improvement plan is determined by the area superintendent, in conjunction with the principal, within the context of state accountability, and district and school goals.

DeLand High School has made adequate progress toward meeting the objectives within its 2008-2009 school improvement plan. yes no

SCHOOL IMPROVEMENT FUNDS

FY: 2008 - 2009

SCHOOL: DE LAND HIGH SCHOOL

TOTAL ALLOCATION: \$17,070.94
 (\$16,551.00 + \$519.94 carryover)

DATE OF REQUEST	DESCRIPTION OF REQUEST	CORRELATION TO SIP OBJECTIVE NO.	REQUESTED BY	AMOUNT REQUESTED	AMOUNT FUNDED	REMAINING BALANCE
9/29/08	SAC Refreshments	Goal 3, Obj. 2	Katz	\$75.00	\$62.25	\$17008.69
12/4/08	Media Center After School Hours	Goal 2, Obj. 1	Opisso	\$229.13	\$211.50	\$16797.19
12/4/08	Software	Goal 1, Obj. 1	Oley	\$400.00	\$400.00	\$16397.19
12/4/08	Foreign Language Tutoring	Goal 2, Obj. 1	Zeoli, A.	\$1000.00	\$987.00	\$15410.19
12/4/08	Epcot Trip for German Club	Goal 1, Obj. 1	Zeoli, A.	\$500.00	\$477.00	\$14933.19
12/4/08	GED Materials	Goal 1, Obj. 1	Lueth	\$97.93	\$97.93	\$14835.26
12/4/08	ESE Supplies	Goal 2, Obj. 1	Lueth	\$98.90	\$98.90	\$14736.36
12/4/08	Software	Goal 2, Obj. 1	Lueth	\$130.00	\$130.00	\$14606.36
12/4/08	Copy Paper for ESE Documents	Goal 2, Obj. 1	Lueth	\$302.00	\$302.00	\$14304.36
12/4/08	Reading books for classroom	Goal 1, Obj. 1	DiMuro	\$2000.00	\$1995.20	\$12309.16
1/15/09	State Fair Expenses	Goal 2, Obj. 1	Brandner	\$1050.00	\$790.21	\$11518.95
1/15/09	Summer Guidance Hours	Goal 2, Obj. 1	Jordan	\$500.00	\$500.00	\$11018.95
1/15/09	Science Specimens	Goal 1, Obj. 3	Rosso	\$1500.00	\$1500.00	\$9518.95
1/15/09	Microscope Repair	Goal 1, Obj. 3	Rosso/Monroe	\$1500.00	\$1496.5	\$8022.45
1/15/09	Engineering Academy Materials	Goal 1, Obj. 3	Policke	\$724.30	\$724.30	\$7298.15
1/15/09	Dropout Prevention Supplies	Goal 2, Obj. 1	Policke	\$96.63	\$96.00	\$7202.15
1/15/09	Certification Exam	Goal 1, Obj. 1	Elder	\$200.00	\$200.00	\$7002.15
1/15/09	Web Supplies	Goal 1, Obj. 1	Oley	\$100.00	\$97.37	\$6904.78
1/15/09	Calculators for Math Department	Goal 1, Obj. 1	Ebbert	\$1995.86	\$1993.78	\$4911.00
1/15/09	Physics Books	Goal 1, Obj. 3	Copes	\$100.00	\$59.73	\$4851.27
1/15/09	Dance Fees	Goal 2, Obj. 1	Copes	\$150.00	\$150.00	\$4701.27
1/15/09	Social Studies Software	Goal 2, Obj. 1	Gherst	\$96.00	\$96.00	\$4605.27
1/15/09	Sunshine Fund	Goal 3, Obj. 2	Moyer	\$500.00	\$95.95	\$4509.32
1/15/09	Long-term substitute	Goal 3, Obj. 1	Moyer	\$1900.00	\$720.48	\$3788.84
2/12/09	NAEP Testing Support	Goal 1, Obj. 1	Shea	\$400.00	\$341.71	\$3447.13
2/12/09	Paper for ESE	Goal 2, Obj. 1	Moyer	\$1171.26	\$1171.26	\$2275.87
2/12/09	Ag Supplies	Goal 2, Obj. 1	Brandner	\$400.00	\$397.24	\$1878.63
2/12/09	Tech. Ed. Supplies	Goal 2, Obj. 1	Policke	\$75.00	\$75.00	\$1803.63
4/13/09	Prom Tickets/ESE	Goal 2, Obj. 1	Lueth	\$500.00	\$400.00	\$1403.63
5/7/09	Collaborative Team	Goal 2, Obj. 1	Sojka	\$1100.00	\$1100.00	\$303.63

ENDING BALANCE: \$303.63

Florida School Recognition Funds

FY: 2008-2009

School: DeLand High School

Total Allocation: \$15,000

DATE OF EXPENDITURE	DESCRIPTION OF EXPENDITURE	AMOUNT REQUESTED	AMOUNT FUNDED	REMAINING BALANCE
12/4/08	Gymnasium Mats	\$1500.00	\$1500.00	\$13500.00
12/4/08	Novels for Language Arts	\$1989.95	\$1989.95	\$11510.05
12/4/08	Team Sports Equipment	\$1066.00	\$1020.45	\$10489.60
12/4/08	Spanish/German Books	\$500.00	\$496.06	\$9993.54
12/4/08	Globes	\$120.00	\$117.43	\$9876.11
12/4/08	Calculators	\$75.00	\$73.04	\$9803.07
12/4/08	IB Drama	\$268.00	\$268.00	\$9535.07
12/4/08	Graph Paper	\$28.00	\$28.00	\$9507.07
12/4/08	CD's for IB	\$201.62	\$172.08	\$9334.99
12/4/08	Art Supplies	\$489.88	\$489.88	\$8845.11
12/4/08	Computer for Exams	\$762.99	\$762.99	\$8082.12
1/15/09	Academic Awards Program	\$2000.00	\$1392.60	\$6689.52
1/15/09	Wgt. Room Repairs	\$934.00	\$934.00	\$5755.52
1/15/09	Art Display Cases	\$2000.00	\$1991.32	\$3764.20
2/12/09	Paperback books for Social Studies	\$300.00	\$297.94	\$3466.26
2/12/09	Contemporary History Books	\$523.25	\$523.25	\$2943.01
2/12/09	Map Set for social studies	\$685.00	\$685.00	\$2258.01
2/12/09	Class Response System	\$184.00	\$171.00	\$2087.01
3/11/09	Supplies for ESE	\$663.60	\$606.31	\$1480.70
4/13/09	Summer Guidance	\$500.00	\$500.00	\$980.70

ENDING BALANCE: \$980.70

**THE 2009-2010
SCHOOL IMPROVEMENT
PLAN**

PART I. SCHOOL PROFILE

A. SCHOOL /COMMUNITY CHARACTERISTICS



DeLand High school is a public, suburban high school, located in western Volusia County, Florida. Accredited by the Southern Association of Colleges and Schools, DeLand High School is Volusia County's largest high school. Built in 1960, it is located in DeLand, Florida, twenty miles west of Daytona Beach and thirty-five miles north of Orlando. The City of DeLand is the county seat and home of Stetson University. DeLand High School serves students from DeLand and the neighboring communities of Orange City and Lake Helen and is a magnet for the International Baccalaureate program, the Engineering Academy and the Construction Academy. Student enrollment for the 2009-2010 school year is approximately 3286. Our school's population represents the wide diversity found in our community. We have 50.03% male students and 49.96% female students. Our racial make-up includes 69% whites, 2% Asian, 13% black, and 13% Hispanic students. The school has been under leadership of four different principals during the past seventeen years. Dr. Chris Colwell provided leadership during the 1992-94 school years; Mr. Al Bouie during 1994-95; Mr. Sal Campanella during the 1995-97 school years; and Mr. Mitch Moyer has currently completed his twelfth year as principal of DeLand High School.

The physical plant that houses DeLand High School was built in 1960 and was designed to house 1200 students. In May of 1999, a major expansion project was started which has had a major impact on all segments of the school. Three phases of construction were identified for DeLand High School. Phase I included the rerouting of Hill Avenue to join Jacob's Dairy Road and two buildings on campus: a gymnasium and a classroom building that holds 14 Language Arts classrooms. Also included were changes in student parking areas, a new entrance to the school, new bus area, and covered walkways at the new entrance, at the bus pick-up area, and between the new buildings. The entire Phase I project was completed in the fall of the 2001 school year. Phase II included the following new buildings: new science and math buildings, a new cafeteria, and a Child Care/Teen Parent center.

Phase III included the new Fine Arts Auditorium and was completed and opened for occupancy in the Spring of 2004. A final phase to include our Technology Education building began in the Spring of 2006 and includes a completely renovated building to house many of our technology and career education programs. The total cost of the DHS renovation will be in excess of \$50 million dollars. A unique plan to continue use of the old DHS gym was arranged with a joint venture between DeLand High and the City of DeLand. That building was renovated during the 2008 school year. Our physical plant includes over 30 portable classrooms. We, at DeLand High School, are continually challenged by classroom size and availability, by special considerations needed by our growing ESE student population, and by inter-campus communication needs.

C. SCHOOL-BASED LEADERSHIP TEAM MEMBERS

Administrative Team:

Mitch Moyer, Principal
Lawrence Beal, Assistant Principal
Richard Calkins, Teacher on Assignment
Steve Davenport, Assistant Principal
Michael Degirolmo, Assistant Principal
Carlos Scott, Assistant Principal
Timothy Shea, Assistant Principal
Michelle Sojka, Assistant Principal

Department Chairs:

Dana Copes, I.B. Coordinator
Harriett DiMuro, Reading
Ann Dixon, Language Arts
Jim Ebbert, Mathematics co-chair
Cheryl Gherst, Social Studies
Tom Gilbert, Fine Arts
Cathy Hardy, Mathematics co-chair
James Joiner, Physical Education
Lois Jordan, Guidance Director
Marylea Lueth, Exceptional Student Education
Frances Monroe, Science co-chair
Elaine Opisso, Media Specialist
Peter Policke, Technology Education
Cindy Rosso, Science co-chair
Ted Shistle, Performing Arts
Marilyn Smith, Occupational Specialist
Anna Zeoli, Foreign Language

D. STATEMENTS OF COMPLIANCE

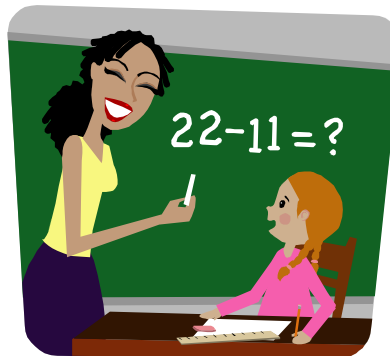
SCHOOL ADVISORY COUNCIL

	YES	NO
At least 51% of the SAC are parent / community members not employed by the District of Volusia County.	x	
The SAC is representative of the ethnic diversity of our school community.	x	
The SAC is representative of the racial diversity of our school community.	x	
The SAC is representative of the economic diversity of our school community.	x	
At least one member represents support personnel who are employed at this site.	x	

E. NOTICE OF PUBLIC INPUT

DATE	TIME
SEPT. 3, 2009	6:30
SEPT. 14, 2009	7:00 A.M. – 3:00 P.M.
SEPT. 17, 2009	6:30

F. Stakeholder' Involvement



Option 1: Climate Survey Completed. See Appendixes for Climate Survey Results

Option 2: Climate Survey NOT Completed. Documentation of stakeholders' involvement listed below.

- A. SCHOOL ADVISORY COUNCIL MEETING**
- B. FACULTY AND DEPARTMENTAL MEETINGS**
- C. PARENT INPUT FORMS**
- D. STUDENT "LETTERS TO THE EDITOR" IN SCHOOL NEWSPAPER**
- E. INTERNATIONAL BACCALAUREATE PARENT INFORMATIONAL MEETINGS**
- F. TEACHER ADVISORY COUNCIL**

PART II. MISSION STATEMENT AND BELIEF STATEMENTS

Vision Statement of Volusia County Schools

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

(Approved 4/14/92)

School Mission

The mission of Deland High School is to provide a variety of learning experiences, which produce citizens who are ready to face the challenges of an increasingly complex society.

School Belief Statements

- The chief priority of Deland High School is student learning.
- The primary focus of all decisions impacting the work of the school is the learning needs of the students.
- Active engagement in the learning process best promotes student learning.
- A variety of instructional approaches provide for students who learn in different ways.
- A safe and physically comfortable environment promotes student learning.
- Advancing the school's mission is the responsibility of teachers, administrators, parents and the community.

Achievement Growth Analysis: High School Model

Volusia County Schools

Consistent with District Strategic Plan Goals

School: DeLand High School

Growth Area Ratio: # 9 Yes Growth Areas / # 27 Possible Growth Areas= .33

MEASURE 1: SCHOOL GRADE PERFORMANCE FACTORS*

	School Grade	% High Stand Writing	% High Stand Reading	% High Stand Math	% High Stand Science	% L Gains Read	% L Gains Math	% LQ Read	% LQ Math
2009	C (516)	80	53	76	53	52	74	46	62
2008	****A(527)	81	56	80	45	60	77	49	69
2007	C (497)	85	50	75	51	53	70	43	60
2006	C (372)	86	49	75	NA	50	71	41	N/A
Growth	No	No	No	No	Yes	No	No	No	No

****Beginning in 2008 a school with at least 40% of the lowest 25% of its students achieving learning gains will not have its school grade reduced if there is at least a 1% improvement over the previous year.

All Curriculum Groups FCAT Data

MEASURE 2: READING ACHIEVEMENT

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	22	17	Yes	Level One	26	31	No
Level 3 & above	51	53	Yes	Level 3 & above	47	40	No

*Percentages used for report

MEASURE 3: MATHEMATICS ACHIEVEMENT

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	12	11	Yes	Level One	10	12	No
Level 3 & above	68	66	No	Level 3 & above	76	70	No

*Percentages used for report

MEASURE 4: WRITING ACHIEVEMENT: 10TH GRADE

	2008	2009	Growth		2008	2009	Growth
3.5 and above	77	74	No	Mean Prompt Score	3.9	3.8	No
4.0 and above	59	57	No				

MEASURE 5: SCIENCE ACHIEVEMENT: 11TH GRADE

	2007	2008	2009	Growth
3 and above	45	39	47	Yes
Mean Scale Score	307	305	316	Yes
Physical/Chemical	6/13	7/14	7/13	No
Earth and Space Sciences	7/12	6/12	7/12	Yes
Life and Environmental	7/12	7/14	8/14	Yes
Scientific Thinking	8/14	7/11	7/12	No

MEASURE 6: RETAKE PERCENT PASSING FOR BONUS POINTS

	2006-07	2007-08	2008-09	Growth
Bonus Points (at least 50 Percent of 11 and 12 graders taking retakes must pass)	10 Bonus Points Received	10 Bonus Points Received	10 Bonus Points Received	Yes

MEASURE 7: GRADUATION AND DROPOUT RATE

Using FLDOE Current Method	2005-06	2006-07	2007-08	2008-09	Growth
Graduation Rate	80.8	82.7	82.32	TBD	TBD
Dropout Rate	2.0	1.9	1.04	TBD	TBD

New Component #1: HS Accountability: Graduation/Drop-Out Rate

Using NGA 4 Year Cohort Method	2007-08	2008-09	Growth
Graduation Rate	164 of 200	TBD	TBD

New Component #4: HS Accountability: Graduation Rate for At-Risk Students

At-Risk Graduation Rate: Subset of Overall Cohort	2007-08	2008-09	Growth
Graduation Rate	60 of 100	TBD	TBD

MEASURE 8: PARTICIPATION AND PERFORMANCE OF ADVANCED STUDENTS

A) AP PARTICIPATION

	05-06	06-07	07-08	08-09	Growth
Total Exams	635	816	699	553	No
Number of Students	450	597	728	426	No
Performance % 3 or Higher		41.30	38.34	45	Yes
% Enrolled in AP Courses who took the exam		115	96	TBD	TBD

B) New Component #2A/B High School Accountability

Acceleration	2007-08	2007-08	2008-09	Growth
# 2A Participation	ALL 9-12 graders that took an accelerated exam/course during the academic year/ all 11th-12th graders	126 of 200 Points	TBD	TBD
#2B Performance	# of Successful Completions in accelerated coursework by a student/ All 9th-12th graders that took an accelerated exam/course during the academic year	78 of 100 Points	TBD	TBD

MEASURE 9: POST-SECONDARY READINESS FACTORS

A) SAT RESULTS

	2005-06	2006-07	2007-08	2008-09	Growth
Critical Reading	501 @ 58%	523 @ 52%	519 @ 60%	514 @ 59%	No
Mathematics	497 @ 58%	523 @ 52%	507 @ 60%	508 @ 59%	No
Writing	478 @ 54%	501 @ 52%	500 @ 60%	493 @ 59%	No

*@% SIGNIFIES PERCENTAGE OF SENIOR CLASS TAKING THE SAT

B) ACT RESULTS

	2005-06	2006-07	2007-08	2008-09	Growth
TOTAL TESTED	155	166	204	225	N/A
English	21.0	20.7	21.1	20.4	No
Mathematics	20.0	21.3	20.6	20.2	No
Reading	21.7	22.0	21.7	20.9	No
Science	20.3	21.2	20.7	20.0	No
Composite	20.9	21.4	21.2	20.5	No

C) New Component #3: High School Accountability: Postsecondary Readiness

Readiness	2007-08	2008-09	Growth
Performance in Reading	75 of 100	TBD	TBD
Performance in Math	60 of 100	TBD	TBD

MEASURE 10: New Component #5: High School Accountability: Growth/Decline in Components

Growth or Decline in Components	2007-08	2008-09	Growth
Points Earned	Data Unavailable	TBD	TBD

MEASURE 11: CLOSING THE ACHIEVEMENT GAP: FCAT DEMOGRAPHICS

Grade 9

	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	55	58	62	Yes	73	75	75	No
African-American	23	24	24	No	36	42	32	No
Hispanic	30	33	28	No	54	53	45	No
Students with Disabilities	14	11	12	Yes	22	18	24	Yes
Economically Disadvantaged	30	31	38	Yes	52	52	53	Yes
ELL	7	13	13	No	13	43	29	No

Grade 10

	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	44	52	46	No	74	81	78	No
African-American	11	17	20	Yes	31	52	42	No
Hispanic	20	35	25	No	46	61	54	No
Students with Disabilities	9	9	10	Yes	24	32	25	No
Economically Disadvantaged	20	32	24	No	41	64	54	No
ELL	*	*	8	NA	*	*	38	NA

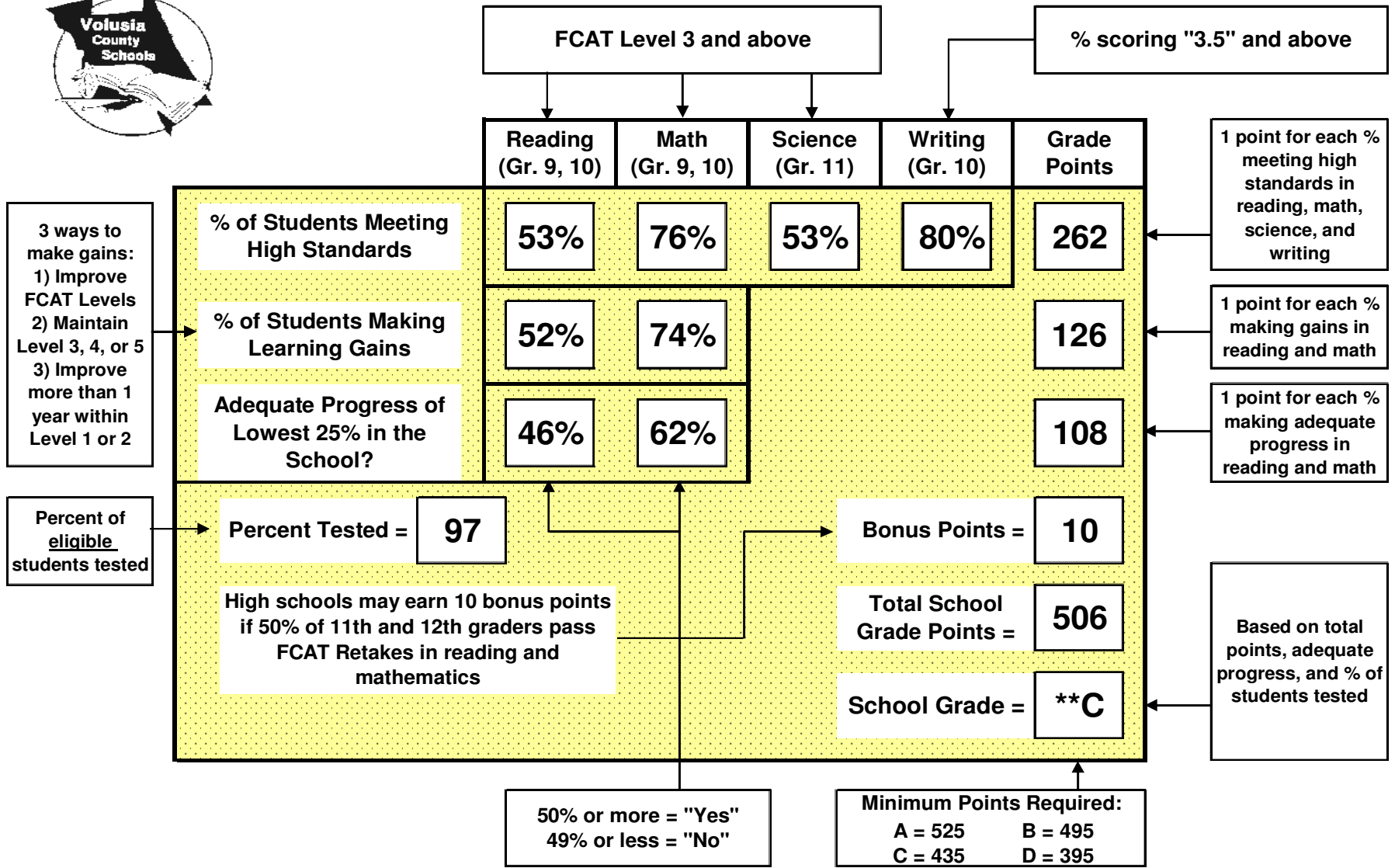
*too few students to report

SCHOOL DEMOGRAPHIC PROFILE

Enrollment: 3016	Minority %: 31.0%	ESE %: 14.8%	ELL %: 1.3%	Gifted %: 3.3%
Economically Disadvantaged %: 32.2%		Stability %: 90.8%	Attendance %: 92.93%	Absent>20 days:18.8%
% Administratively Assigned to Grade 9: NA			Gr. 9 Retention %: 1.2%	Suspension Rate: 20.0%

2008-2009 School Accountability Report:

DeLand High School



****Beginning in 2008 a school with at least 40% of the lowest 25% of its students achieving learning gains will not have its school grade reduced if at least a 1% improvement over the previous year.

SCHOOL REPORT CARD (2008-2009) DeLand High School



% Meeting High Standards	Grade 9	Grade 10	Grade 11
Reading	62%	45%	
Math	75%	78%	
Writing Plus		80%	
Science			53%
% Making Learning Gains	Grade 9	Grade 10	Grade 11
Reading	60%	44%	
Math	71%	77%	
Lowest 25% in Reading	53%	37%	
Lowest 25% in Math	64%	59%	
Percent Tested	97%	97%	96%



- The Class of 2009 earned over \$6 million in scholarships
- 336 seniors were eligible for one of the Bright Futures Scholarships from the State of Florida
- The Class of 2009 contributed over 39,000 hours of community service during the school year
- The Class of 2009 had 112 International Baccalaureate candidates, 8 Superintendent's Diploma of Distinction candidates, and 14 students who graduated with both a high school diploma and their AA Degree from Daytona State College.
- 10 members of the Class of 2009 are joining a branch of the armed services

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Volusia DELAND HIGH SCHOOL 1453																
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 1681 Math: 1674			2008-2009 School Grade ¹ :			C			Did the School make Adequate Yearly Progress?			NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math					
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N					
TOTAL ⁴	96	Y	96	Y	47	N	69	Y	90	88	N	76	78	Y	50	53	NA	27	31	NA	48	NA	71	NA					
WHITE	97	Y	97	Y	55	N	77	Y	91	91	Y	84	86	Y	44	45	NA	21	23	NA	55	NA	79	NA					
BLACK	95	Y	95	Y	23	N	38	N	83	79	N	45	55	Y	76	77	NA	52	62	NA	23	NA	43	NA					
HISPANIC	94	N	94	N	29	N	52	N	85	83	N	56	47	N	64	71	NA	42	48	NA	33	NA	57	NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	95	Y	95	Y	32	N	55	N	84	82	N	53	56	Y	67	68	NA	43	45	NA	34	NA	58	NA					
ENGLISH LANGUAGE LEARNERS	94	N	96	Y		NA		NA			NA			NA			NA			NA									
STUDENTS WITH DISABILITIES	92	N	92	N	15	N	28	N	61	59	N	37	34	N	84	85	NA	70	72	NA	17	NA	31	NA					

PART IV. ACTION PLAN

GOAL 1: ACADEMIC GOAL:

We will increase achievement for each and every student as measured by rigorous national, state, and local standards.

OBJECTIVE 1 At least seventy-two percent of our 9th and 10th graders will score at Level 3 or higher in Reading as measured by School Grade and FCAT Data. At least seventy-four percent of our 9th and 10th graders will score at Level 3 or higher in Mathematics as measured by School grade and FCAT Data.

NEW _____ **x** _____ CONTINUING _____

Check	Redesign Component Addressed:
x	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance Grade-Level Transition
x	<ul style="list-style-type: none"> Sustained and Supported Staff Development
x	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
x	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: **x** Academic Excellence

Involved Family & Community

Access & Equity

High Performing Instructional Staff

Safe and Orderly Environment

Effective Operations

District Strategic Plan Goal Number(s): **Goal 3**

STRATEGIES / ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
FAIR Assessment	Reading and Language Arts Teacher Inservice	Beginning in the 2009-2010 school year, students who scored Level 1,2,3 on the Reading FCAT will be required to take the Florida Assessments for Instruction in Reading (FAIR). Results will be used to make adjustments in reading curriculum to better serve the needs of these students	Reading Coach Assistant Principal for Curriculum Language Arts Department Chair	District support for computers and training needed to administer assessment.	September 1, 2009 to May 15, 2010

FCAT Preparation Activities	Teaching Reading/Math skills in the content areas	There will be an increased emphasis in reading and math skills in the core academic areas of English, Math, Science and Social Studies in the 9 th and 10 th grade in order to reverse the trend of lower scores, particularly on the 10 th grade FCAT.	Language Arts, Math, Science, Social Studies Department Chairs, Assistant Principal for Curriculum	District support when appropriate, development of activities through the department in conjunction with reading coach.	August 24, 2009 to April 1, 2010.
Springboard Program	Springboard Workshops, Language Arts and Mathematics Vertical Teams	DeLand High School will continue to implement and incorporate the College Board's Springboard Program into Language Arts and Mathematics curriculum during the 2009-2010 school year. Emphasis will be placed on reading, mathematics, and critical thinking skills in these courses. The use of the Springboard Program will be monitored internally by the departments involved as well as by the Curriculum Office.	Assistant Principal for Curriculum, Language Arts and Mathematics Department Chair	Staffing, district support	August 24, 2009 to June 1, 2010
FCAT Connect	Career Connection and Technology workshops to develop lessons	Identified Technology Education teachers will continue to incorporate reading strategies and lessons which focus on highly tested skills found in the Sunshine State Standards	Technology Education teachers, Curriculum Office.	District support, in-service opportunities, summer curriculum development workshops	August 24, 2009 to June 1, 2010 and summer 2010
Curriculum Map Utilization	Faculty participation in	DeLand High School will	Department Chair,	District support	Ongoing as

	the development, refinement, and utilization of curriculum maps.	support the development and use of Curriculum Maps in all departments by sending teachers to inservice opportunities and workshops. Teams of teachers will write the maps and revise them as needed. Use of the maps will be monitored internally.	Assistant Principal for Curriculum	and inservice	maps are developed and the need for refinement becomes apparent. Summer inservice when necessary
Intensive Reading Class	Departmental Staff Development centering on FCAT reading skills	DeLand High School will continue an Intensive Reading Program to provide continuity in skill development for students who were identified in the Middle Schools as needing remediation prior to taking the FCAT and for students who did not pass the 10 th grade reading FCAT. A practice FCAT will be conducted prior to the actual FCAT in March.	Guidance Department, Curriculum Office, Reading Coach, Data Processing Administrator	Staffing allocation, district support for staff development in reading strategies and materials	May 2010
Read 180	Training for new Read 180 teachers	Deland High School will expand the Scholastic Program Read 180 for Tier One students. Students will be identified through their FCAT and other assessments and will be registered in this Intensive Reading class with a trained Read 180 teacher. Students will be	Curriculum and Data Processing Offices, Reading Coach, Reading teachers	Staffing, District financial and technical support	October 2009

		briefed in test-taking skills			
Cross-curricular reading strategies	Staff development opportunities dealing with reading in the content area	DeLand High School believes that reading improvement is a function of all levels and all curricular departments. We will actively pursue training in reading in the content area skills	Reading Coach, Curriculum and Staff Development offices	District sponsored inservice opportunities	August 24, 2009 to June 1, 2010
Reading Coach		DeLand High School will support the staffing of a reading coach to coordinate all plans which center on reading improvement. 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, Department Chairs	Staffing support for a reading coach	September, 2009

OBJECTIVE 2 Sixty percent of our tenth graders will score 4.0 or higher on the writing prompt as measured by the 2010 FCAT Writes assessment.

NEW _____ CONTINUING _____ X _____

Check	Redesign Component Addressed:
X	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goal 3

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Bulldog(Volusia) Writes Program	Departmental Staff Development	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.	All Curriculum Departments, Assistant Principal for Curriculum	Departmental staff development, district writing office support	August 24, 2009 to June 1, 2010
Springboard Program	Springboard Workshops, Language Arts Vertical Teams	DeLand High School will continue to implement and incorporate the College Board’s Springboard Program into Language Arts curriculum during the 2009-2010 school year. Emphasis will be placed on writing and critical thinking skills in these courses. The use of the Springboard Program will be monitored internally by the departments involved as well as by the Curriculum Office.	Assistant Principal for Curriculum, Language Arts Department Chair	Staffing, district support	August 24, 2009 to June 1, 2010
Curriculum Map Utilization	Faculty participation in the development, refinement, and utilization of curriculum maps.	DeLand High School will support the development and use of Curriculum Maps in all departments by sending teachers to	Department Chair, Assistant Principal for Curriculum	District support and inservice	August 24, 2009 to June 1, 2010 and summer 2010

		inservice opportunities and workshops. Teams of teachers will write the maps and revise them as needed. Use of the maps will be monitored internally.			
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OBJECTIVE 3 Fifty percent of our eleventh graders, including students with disabilities, will score at or above Level 3 on the 2010 FCAT Science assessment.

NEW _____ CONTINUING _____ x _____

Check	Redesign Component Addressed:
x	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
x	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goal 3

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Science Laboratory Requirements	Departmental and district sponsored inservice opportunities	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 each course that they teach.	Science Department Chairs, Assistant Principal for Curriculum	Science departmental funding, county funding for equipment.	August 24, 2009 to June 1, 2010

Science Remediation	Departmental and district sponsored inservice opportunities	Students scoring a “1” on the FCAT Science Assessment in March 2009 or who do not take the test without a verifiable excuse will be required to take a science credit in their senior year.	Curriculum and Data Processing Offices	Staffing considerations for 2010-2011 school year	Summer, 2010
Science Vertical Teams	District science specialist will work with department in beginning the process for vertical teams.	The science department will continue to meet as vertical teams who will articulate and share curriculum and assessment strategies across the grade levels and between courses in an effort to address the level of rigor present in science classes.	Science Department Chairs, Assistant Principal for Curriculum	Meeting time, articulation time for teachers, substitutes available for workshops	August 24, 2009 to June 1, 2010
FCAT Connect	Career Connection and Technology workshops to develop lessons	Identified Technology Education teachers will continue to incorporate science strategies and lessons when appropriate which focus on highly tested skills found in the Sunshine State Standards	Technology Education teachers, Curriculum Office.	District support, in-service opportunities, summer curriculum development workshops	August 24, 2009 to June 1, 2010 and summer, 2010
Curriculum Map Utilization	Faculty participation in the development, refinement, and utilization of curriculum maps.	DeLand High School will support the development and use of Curriculum Maps in the Science Department by sending teachers to inservice opportunities and workshops. Use of the maps will be monitored internally.	Science Department Chair, Assistant Principal for Curriculum	District support and inservice	Ongoing as maps are developed and the need for refinement becomes apparent. Summer inservice.

OBJECTIVE 4 At least 66% of our Career and Technical Education students who take an Industry Certification Examination in their respective fields will pass the test and receive certification.

NEW _____ **X** _____ CONTINUING _____

Check	Redesign Component Addressed:
x	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
x	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
x	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goal 3

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Curriculum Map Utilization	Faculty participation in the development, refinement, and utilization of curriculum maps.	DeLand High School will support the development and use of Curriculum Maps in the Career and Technical Education Department by sending teachers to inservice opportunities and workshops. Teams of teachers will write the maps and revise them as needed. Use of the maps will be monitored internally.	District Specialists, Assistant Principal for Curriculum, CTE Department Chair	District support and inservice	Ongoing as maps are developed and the need for refinement becomes apparent. Summer inservice when necessary.

What needs assessment tools did you use to identify these objectives?

Industry Certification Examinations for 2010.

Evaluation:

Evaluation of the four objectives above will be based on the 2010 FCAT assessment in reading, mathematics, writing and science and on the Industry Certification Examinations.

Adequate Progress:

Adequate Progress for Objective 1 will be realized when each subgroup increases 5 percentage points in both reading and mathematics as measured by the 2010 FCAT.

Adequate Progress for Objective 2 will be realized when 58% of our 10th grade students score a 4.0 on the 2010 FCAT Writing assessment. A further measure of adequate progress will be realized when each subgroup improves their performance in Writing by one percentage point as reported on the 2009-2010 Adequate Yearly Progress Report.

Adequate Progress for Objective 3 will be realized when 48% of our 11th grade students score a 3.0 or above on the 2010 FCAT Science assessment.

Adequate Progress for Objective 4 will be realized when 66% of students pass the Industry Certification Examination in the various technology areas on the 2010 administration and receive certification. This meets the county goal for the second testing year.

GOAL 2: CLOSING THE ACHIEVEMENT GAP

We will close the achievement gap between identified sub-populations and the general population as a whole, while continuing to raise all students' academic performance.

OBJECTIVE 1 The graduation rate for all groups of students at DeLand High School will increase a minimum of 2 percentage points as measured by the No Child Left Behind Adequate Yearly Progress Report.

NEW _____ CONTINUING _____ X _____

Check	Redesign Component Addressed:
X	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
X	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
X	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goal 6

STRATEGIES / ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Proficiency Model	School based and district sponsored training and workshops	DeLand High will implement the Proficiency Model on a voluntary basis in Algebra 1a and 1b, Intensive Reading, and other courses during the 2009-2010 school year. An effort will be made to interest other core curricular areas and	Department chairs, Assistant Principal for Curriculum, Dr. Chris Colwell	District and school funding	August 24, 2009 to June 1, 2010

		expand the proficiency model to other areas in the future			
Academic Awards Banquet	None	Deland High School will encourage student's academic performance by hosting a yearly Academic Awards Banquet to recognize high achievement in classes	Assistant Principal for Curriculum, School Advisory Council Chairman	School Improvement Funding	March, 2010
Tutoring Opportunities	None	At the beginning of the school year all teachers will indicate days and times that they are available to assist students outside of classroom time. These tutoring/office hours will be posted on the Deland High website for student and parent access.	Assistant Principal for Curriculum, Department Chairs	None	September 1, 2009
Data Warehouse	School based training and inservice on the use of Data Warehouse	All DeLand High School teachers and administrators will be trained to use the Data Warehouse on the Volusia County School's website. This program allows faculty members easy and quick access to testing data and other information about their classes. The information will afford teachers the opportunity to more closely customize their instruction to meet	Curriculum and Program Accountability Office, Assistant Principal for Curriculum	Volusia County School's Management and Information Services Office, support and training opportunities	August 24, 2009 to June 1, 2010

		the needs of individual students.			
Summer Collaborative Teams		Following the arrival of FCAT scores and in conjunction with the Advanced Placement Potential Report through Data Warehouse, students who earn standardized test scores higher than their academic achievement will be encouraged to take a more challenging curriculum in an effort to motivate them towards greater productivity in school	Guidance Counselors, Curriculum Office, Reading, Language Arts, Science, and Mathematics teachers	Summer funding for extra hours to complete this project.	June 2010
GAIN Program	GAIN training for teachers new to the program	DeLand High School will institute its GAIN Program (Greater Achievement through Individual Needs) into the curriculum for our students. A team of teachers will be established to create higher expectations for this identified group of students.	GAIN Coordinator, Data Processing Office, Curriculum Office	District support for staffing and inservice	Summer 2010
Early College Program		DeLand High will continue to promote the Early College Option by recruiting appropriate	Guidance Director, Assistant Principal for Curriculum	Funding for promotional materials, continued support	August 24, 2009 to June 1, 2010

		students who desire expanded dual enrollment offerings in their junior and/or senior years.		of Daytona State College	
Tutoring		Academic tutoring in English, reading and mathematics will be held after school throughout the year in an effort to assist students in these areas.	Language Arts, Reading and Mathematics Departments	School Improvement Funds, Academic Improvement Funds	Sept. 2009-May 2010
Renaissance, Bulldog Lead and High Achievers Programs		We will explore avenues for increased student involvement and leadership opportunities. Programs such as Renaissance, Bulldog Lead, and the High Achievers will be continued	Teacher /coordinators of these programs	Funding for incentives and awards; strategies to recognize student achievement.	August 24, 2009 to June 1, 2010
Lower Quartile Identification...Closing the Achievement Gap		Ninth and tenth grade students who scored at the lower 25% or below on the Florida Comprehensive Assessment Test will be identified and curriculum and placement decisions will be made based on this information	Testing office, data processing office; Guidance Counselors	Staffing considerations	June 2009 – June 2010
FCAT Connect	Career Connection and Technology workshops to develop relevant lessons	Identified Technology Education teachers will continue to incorporate reading, writing, science, math, group work, and presentation strategies and	Technology Education/ Computer and Business Education teachers, Curriculum office	District support, inservice opportunities, summer curriculum development	August 24, 2009 to June 1, 2010

		lessons which focus on highly tested skills found in the Sunshine State Standards.		workshops.	
Bulldog 101	Teacher-leaders will train faculty on lessons developed for use in the Bulldog 101 classes	DeLand High School will continue the Bulldog 101 Program for a third year. This program is a structured homeroom during which students participate in motivational and personal skills development activities with an identified teacher. The teacher also works with the student in monitoring academic progress throughout the school year	Bulldog 101 Teacher Leaders, Ninth Grade Assistant Principal	Materials and paper costs, teacher training time.	August 2009

What needs assessment tools did you use to identify these objectives? No Child Left Behind Adequate Yearly Progress Report, Data Warehouse information, AP Potential Report.

Evaluation: Evaluation will be based on disaggregated data as provided by the 2010 NCLB Adequate Yearly Progress Report.

Adequate Progress: Adequate Progress will be realized when the graduation rate of all target groups (White, Black, Hispanic, Economically Disadvantaged, and Students With Disabilities) will increase at least 1 percentage point.

GOAL 3: BEHAVIORAL GOAL

We will meet the diverse educational needs of all students.

OBJECTIVE 1 At DeLand High School, the distribution of referrals (not including tardy only) for each student subgroup will be 1 percentage point fewer for Category B (2-5 referrals) and 1 percentage point fewer for Category C (6 or more referrals).

NEW _____ CONTINUING _____ X _____

Check	Redesign Component Addressed:
x	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
x	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
x	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
x	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goal 4

STRATEGIES / ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Assertive Discipline	Teacher training when appropriate	Teachers at DeLand High School will use assertive discipline techniques and interventions to reduce the number of referrals for offenses that can be handled effectively in the classroom,	Ninth Grade Assistant Principal, Administrative team, Department Chairs	Inservice for those who have not attended assertive discipline training in the past	August 24, 2009 to June 1, 2010
Mentoring Program		DeLand High School will develop and support a mentoring program made up of community volunteers, students, teachers, and staff members to encourage higher academic achievement of our underperforming students.	Guidance, Business Partners	Funds to promote the mentoring program	August 24, 2009 to June 1, 2010

OBJECTIVE 2 Participation in our mentoring programs, school advisory council, and business partner organizations will increase by 10% during the 2009-2010 school year in an effort to provide resources and programs that strengthen student learning and create an atmosphere where families and community members from diverse backgrounds are welcome and their involvement is encouraged.

NEW _____ CONTINUING _____ **x** _____

Check	Redesign Component Addressed:
x	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
	<ul style="list-style-type: none"> Grade-Level Transition
	<ul style="list-style-type: none"> Sustained and Supported Staff Development
	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
x	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus: Academic Excellence **x** Access & Equity High Performing Instructional Staff
 Involved Family & Community Safe and Orderly Environment Effective Operations

District Strategic Plan Goal Number(s): Goals 11 and 12

STRATEGIES / ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Parent Portal	District training on Parent Portal	We will continue to encourage parent use of Parent Portal on the Volusia County School's website. The information is taken from Data Warehouse and includes grade, testing, discipline, and attendance information. This increased access to information will encourage more communication between the home and the school.	Management Information Services(Vol. Co. Schools), Data Processing Office.	Support from M.I.S. on technical issues.	August 24, 2009 to June 1, 2010

Ninth grade orientation and registration process		Programs to ease the transition from middle school to high school will be implemented throughout the school year. Evening family registration for upcoming 9 th grade students will be continued in an effort to increase articulation with the home on high school curriculum requirements.	Ninth grade assistant principal, guidance counselors, data processing office	Funding to support evening registration	February through May 2010
Business Partners		DeLand High School will continue support of the very successful Business Partner's Organization as a way of articulating with the greater DeLand community on issues and concerns that affect both groups.	Occupational Specialist, Guidance Department	Meeting space on campus for regularly scheduled meetings.	August 24, 2009 to June 1, 2010
Community Connections		DeLand High School will increase our connections with various community groups such as the Black Achievers and L.O.G.R.O.S. (Latinos Organized Gaining On-going Success)	Ninth grade administrator, GAIN coordinator	Meeting space, cooperation with organizations involved.	May 2010
Mentoring		DeLand High School will develop and support a mentoring program made up of community volunteers, students, teachers, and staff members to encourage higher academic	Guidance department, volunteer coordinator	Funds to promote the mentoring program	August 24, 2009 to June 1, 2010

		achievement of our underperforming students			
Volunteer Community Job Training	CBI training	Schedule students to participate in job training opportunities in the community for 1 to 4 days a week	Multi VE department	Support from area business to provide job training opportunities	Oct. 1, 2009 to June 1, 2010
Alumni Association		Deland High School, through a SAC initiative, will inaugurate an Alumni Association to foster an increased communication and participation of our alumni across the U.S.	School Advisory Council, Jeanne Jendrzewski	School Improvement Funding	Oct. 1, 2009 to June 1, 2010

What needs assessment tools did you use to identify these objectives?

School-Wide Systems for Student Success, Distribution of Referrals, 2009-2010. Sign in sheets for mentoring, school advisory council and business partners.

Evaluation: Evaluation will be based on referral data provided in August 2010 for the 2009-2010 school year.

Adequate Progress: Adequate Progress will be realized when there is a 1 percentage point decrease in Category 2 students and a 1 percentage point decrease in Category 3 students. We also expect to see a 10 % increase in participation in our mentoring program and in our Business Partner's Program and School Advisory Council.

Part V. Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

– **Marylea Lueth, Chris Sorensen, Kerry Thomson, Lisa Carter, Cathy Hardy, Harriet Dimuro, Jennifer Cribbs.**

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): 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: 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.

Instructional Coach(es) Reading/Math/Science: 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 children to be considered “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.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week (**Thursdays & as needed**) to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The 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 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 management system used to summarize tiered data.

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

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

Midyear: Florida Assessments for Instruction in Reading (FAIR)

End of year: FAIR, AIMS web, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Part VI. School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
<p>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</p> <p><u>Strengths:</u> The percentage of students in the 11th grade meeting higher standards in science increased from 45% to 53%. Our 9th grade reading scores indicated both a decrease in Level One and an increase in Level 3 and above from 2008 to 2009.</p> <p><u>Weaknesses:</u> The percentage of students achieving higher standards in writing decreased one percentage point; reading decreased three percentage points; and math decreased four percentage points. Our 10th grade reading scores indicated both an increase in level one students and a decrease in level 3 and above from 2008 to 2009.</p>
Instructional Calendar Development
<p>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</p> <p>The Curriculum Maps in Volusia County, have been created over the past 5-7 years and correlate directly with the Florida Sunshine State Standards. Curriculum Maps contain calendars which are imbedded in the document to insure proper instructional pacing of the curriculum. Teachers use the maps to determine the scope and sequence of their individual courses in an effort to maintain consistency and effectiveness in curriculum delivery. They meet at the school level in vertical and horizontal teams to discuss teaching strategies and activities which prove effective in the delivery of the curriculum to students. They also meet in the summer and throughout the school year with county-level personnel to revisit the map in light of new standards which may have been developed at the state and national levels.</p> <p>The 2009 FCAT results, as well as selected county-developed assessments in Algebra and History, are utilized to determine the effectiveness of the Curriculum Maps.</p> <p>Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.</p> <p>Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.</p> <p>The duration of instruction for each Benchmark was determined by the amount of time allotted in the Curriculum Map to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the Curriculum Map, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.</p> <p>Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the Curriculum Map is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with Curriculum Map implementation.</p> <p>Teachers who are struggling with implementing the Curriculum Map will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during team meetings.</p>

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose, Research, Fluency will be given priority focus.

Writing: Persuasive writing will be given priority focus.

Mathematics: Algebra and Geometry skills will be given priority focus.

Science: Laboratory procedures and higher level thinking skills will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, and downloaded into our Data Warehouse, teachers were given access to their current students' test scores in an effort to enhance their curriculum delivery to meet the students' needs and ability levels.

A "collaborative team" was developed during the summer to review student test scores and determine the best class placement for students in the upcoming year in math, language arts, and science.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.

The school offers two academies, one in Engineering and one in Construction, to enhance student learning and to make academics relevant to everyday skills.

Our Informal Geometry and Finance classes provide students of mathematics the opportunity to discover real-world applications to the skills developed in math.

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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.

In the 9th grade students select a "major" which places them on track to develop skills and interests in an academic or career area. They select courses for the following year based on this interest area..

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet monthly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Use of Springboard Model Instructional Units in Math and English classes provide consistency and similarity in the delivery of instructional strategies.

Teachers will meet monthly for grade level/ subject area meetings to share best practices and resources. Curriculum Maps provide the roadmap that teachers follow in the presentation of their curriculum.

How are instructional focus lessons developed and delivered?

Focus lessons are included in Curriculum Maps and in the Springboard curriculum which provide activities and strategies to increase rigor and relevancy of the topics covered.

The focus lessons selected are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year.

Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons will be administered.

The assessments will be administered on a regular basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- What will mastery be set at for the assessments? Explain the rationale for this decision.
Mastery will be set at 70% which is the lowest ‘C’ grade that a student can earn.
- How will the assessment results be used to redirect the Curriculum Maps and focus lessons?
The assessment results will be used to determine the instructional focus of whole group lessons.
- How will teachers differentiate their instruction based on assessment results?
Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60%, additional instruction and practice opportunities for those students earning between 60-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- How will teachers differentiate their instruction for students who are performing at mastery levels?
Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?
Teachers will meet monthly with the reading coach and following each administration of the FAIR assessment to determine instructional strategies to meet the needs of students who are struggling in the various reading skill areas.
- How will these meetings be facilitated and documented?
The meeting will be facilitated by the reading coach and/or the department chairperson. An administrative partner will attend each meeting to insure that focus areas are being addressed.

Monitoring

Describe the Principal’s and Leadership Team’s roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students’ academic needs? The Principal and administrative staff are assigned to each of the curriculum departments as “curriculum partners” and serve as liaisons to the departments on curricular, facilities, and other academic matters.

- What role will instructional coaches play with the Curriculum Maps and focus lessons?

The instructional coaches or department chairs will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core instruction is based on the state of Florida Graduation Requirements for standard and special diploma students. Supplemental instruction is organized through an extensive selection of electives provided to students in the arts, languages, and career and technical areas. Intensive instruction is available in reading and math to students falling in FCAT Levels one and two.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- What materials or instructional strategies will be used to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. APEX), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Teachers complete the annual Individual Professional Development Plan (IPDP) which identifies areas that they anticipate a need for improvement or a strengthening of skills. The Staff Development Office compiles data from these documents which identifies district-wide in-service needs. The Leadership Team with the cooperation of the administrative staff selects activities and in-service opportunities for the annual Staff Development Day.

Which students will be targeted for supplemental and intensive instruction/interventions?

- How will it be determined which students receive supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

- Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational Services (SES)) or be assisted during the regular schedule?

Students not making mastery will be offered after-school assistance via our APEX lab and tutoring sessions, as well as assistance during the regular school day from instructional coaches.

How will the effectiveness of the interventions be measured throughout the year?

- How will it be determined if the interventions applied to students not making mastery are successful?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- What courses or instructional programs are offered to students who exceed mastery levels?
Students who typically exceed mastery levels participate in the school's pre-IB, pre-AP, honors, AP and IB programs. Students also enroll in elective classes that include art or foreign language.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?
FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
- Do students and parents have input in this process?
Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

PART V. IMPLEMENTATION MONITORING

ONGOING MONITORING PLAN

GOAL #	INSTRUMENT / METHOD	PROCEDURE	SCHEDULE
1	Adequate Progress Performance Appraisal, Volusia Writes Assessments, Workshop feedback from Science inservice	Prior year's data will be compared to current data to determine if adequate progress has been made in each of the areas targeted.	August – September 2010 data report on testing results; ongoing reporting through data warehouse of writing progress of 9 th and 10 th graders.
2	Adequate Progress Performance Appraisal, Adequate yearly Progress Report (AYP)	Prior year's data will be compared to current data to determine if improvements have been made in graduation and dropout rates.	August-September 2010 data report (AYP) and a comparison with prior year's graduation and drop-out data.
3	Referral Distribution Table for DeLand High School; School Advisory Council membership; roster of business partners; mentoring program database.	Referral data will be compared to prior year to note any improvement toward goals for each subgroup. Representation on the School Advisory Council will reflect the socio-economic make-up of DeLand High School. The mentoring program will be composed of volunteer teachers, staff, and community members and will increase the achievement of our students.	August 2010 comparison of Referral Distribution Table for prior year. Ongoing monitoring throughout the 2009-2010 school year of SAC and mentoring programs.

PART VI. “*BE THERE*” PARENT INVOLVEMENT PLAN

This Action Plan serves as the School-based Parent Involvement Policy/Plan and through annual review complies with SCHOOL BOARD POLICY 811 & NCLB SECTION 1118

OBJECTIVE 1: All members of the “Learning Community” will participate in the educational process.

Non-Title I School: DeLand High School

STRATEGIES / ACTIVITIES	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
Include parents in the development and implementation of the school’s Strategic Plan.	School Advisory Council	SAC Chairman, Principal, Assistant Principal for Curriculum	Meeting time	October, 2009
Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend to inform parents of the right of parents to be involved.	Open House,	DeLand High School Faculty and Staff; SAC Chairman	Connect Ed message; faculty and staff teamwork	September 2009
Provide parents of participating children: <ul style="list-style-type: none"> A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels the students are expected to meet. If requested by parents, opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible. 	School Strategic Plan Curriculum Handbooks Pupil Progression Plan Parent Input Sessions at SAC	Assistant Principal for Curriculum, Guidance Director and Counselors, Testing Coordinator, department chairmen	Printing costs, parental input, meeting time	September 1, 2009 to June 1, 2010
Share with parents (1) the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State’s student academic achievement standards, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion,	Parent/Teacher Conferences Mid-term reports, report cards Volunteer Program “VIPS”	Faculty and staff, VIPs coordinator, occupational specialist	Meeting time, volunteer organization	September 1, 2009 to June 1, 2010

<p>and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and</p> <p>(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—</p> <p>(A) parent-teacher conferences</p> <p>(B) frequent reports to parents on their children’s progress; and</p> <p>(C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.</p>				
<p>To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted:</p> <p>(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;</p> <p>(2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;</p> <p>(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</p> <p>(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children;</p> <p>(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</p> <p>(6) may involve parents in the development of training for teachers, principals, and other educators to improve the</p>	<p>FCAT Correspondence Family Night Registration Ninth Grade Orientation Translated newsletters Connect Ed Messages Parent Portal Business Partner’s Organization</p>	<p>Testing coordinator, Career Connections Facilitator; Principal, Data Processing administrator</p>	<p>Printing and mailing costs, meeting times, facilities</p>	<p>September 1, 2009 to June 1, 2010</p>

<p>effectiveness of such training;</p> <p>(7) may train parents to enhance the involvement of other parents;</p> <p>(8) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;</p> <p>(9) may adopt and implement model approaches to improving parental involvement;</p> <p>(10) may establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;</p> <p>(11) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and</p>				
<p>In carrying out the parental involvement requirements, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children to the extent practicable, in a language such parents understand.</p>	<p>Curriculum Handbooks Pupil Progression Plan Family Registration ESOL Paraprofessional availability Translated newsletters, notes, Connect Ed Messages</p>	<p>Tenth Grade dean; ESOL Paraprofessional, Principal</p>	<p>Staffing for ESOL Paraprofessional, Meeting times, printing costs</p>	<p>September 1, 2009 to June 1, 2010</p>

