

Volusia County Schools

Deland High School



2016-17 School Improvement Plan

Deland High School

800 N HILL AVE, Deland, FL 32724

<http://www.delandhs.org/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School PK, 9-12	No	54%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Deland High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of DeLand High School is to provide a safe learning environment which produces citizens who are prepared to face the challenges of an increasingly complex society.

b. Provide the school's vision statement

The vision of the DeLand High family is that every student will become a high school graduate. We are committed to presenting a caring environment for learning, one that involves participatory decision making by students, parents, faculty and staff, and community leaders. DeLand High will provide opportunities for all students to realize their potential through involvement in the total school community. We realize it is our responsibility to challenge students to achieve and to encourage ethical behavior so as to produce responsible, productive members of society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

DeLand High provides a number of critical components to allow for student-teacher relationship building including yearly school induction programs, spring registration, mentoring, and club and organization participation. Cultural awareness is fostered through many of the programs offered. Teachers are encouraged to administer student surveys to learn more background information about individual students. Teachers sponsor student clubs and organizations and attend extra curricular events including games, academic meetings and mentoring sessions.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

School-based administrators and teacher leadership team members collaborate frequently to develop policies and procedures for all students and staff members to follow, in all settings throughout the campus, that promote positive interactions between all stakeholders. Identified procedures are designed to encourage positive behavior and to build a school community based upon safety and responsibility.

Administrators, select teachers and campus security personnel monitor the campus throughout the day. Administrators are assigned main campus supervision areas to stay visible while interacting with both teachers and students. Campus security personnel supervises campus entry and exit points before, during and after school hours. By being visible, students have access to a caring adult to express concerns.

School guidance counselors conduct student groups on topics determined by data analysis including incidences requiring immediate intervention or response. Guidance counselors also involve district student services personnel to assist with student groups and to sponsor family events.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

DeLand High has implemented different polices and procedures to minimize classroom distractions during the school day. Students have been assigned fifty minute instructional periods and eight minutes between each class. During both the first and last ten minutes of each class periods, students are not permitted to leave their class (10/10 rule). The purpose of the 10/10 Rule is to allow time for students to learn class objectives and to review what was learned.

Instructional time is protected by both administration and teachers, which is evidenced by the school's infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately with minimal interruption to instruction.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

DeLand High offers the following non-violent and anti-drug programs to ensure the social-emotional needs of all students are being met:

- Red Ribbon Week Celebrations and Competitions
- Student Mentoring Programs
- Suicide Prevention Programs
- Bullying Programs
- Information provided in Personal Fitness classes
- School Resource Officer
- Cyber-Bullying Awareness Programs
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes
- Gay Straight Alliance (GSA)
- High Achievers Club

Students expressing a concern are encouraged to see a school counselor, teacher or administrator immediately for support. Counselors are required to document conference notes to be used to determine if the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, school counselors, and school social workers) provide direct and indirect evidence-based supports to students throughout the school year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

DeLand High works at building and maintaining positive relationships with families to increase involvement by hosting a number of academic, athletic and community events. Families are encouraged to be actively involved by becoming members of the School Advisory Committee and/or joining one of the many athletic booster clubs available. Many parents assist with club and organization functions and in some cases, parents serve as sponsors. Evening activities and events are held to support parent involvement. School Advisory Council meetings are hosted on the first Thursday of each month during the school year. DHS clubs and organizations, guidance, and administration host a variety of events for parents and community members to participate in including school Spirit Nights at local businesses, Homecoming Float building participation, Athletic Signing Day Ceremony, Financial Aid and Scholarship Night, 9th Grade Welcome, Academic Awards and Performing Arts Ceremony, and Open House. Communication to parents and families occur through the use of our school's website (www.delandhs.org), Connect Ed messages by the principal, daily flyers, newsletters, on-site presentations, and other handouts sent home with students throughout the school year. DeLand High's school mission and vision statement are always included on brochures, programs, and agendas presented to parents, community members, and business partners.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

DeLand High builds and sustains partnerships with the local community by hosting different events throughout the school year including:

- Open House
- Financial Aid Night
- Family Registrations
- Schedule Review Nights
- School Advisory Council Meetings (monthly)
- Business Partner Meetings

Homecoming GROWL
Homecoming Parade
9th Grade Welcome
9th Grade Orientation
Career and College Expo
Family Reading Nights
Academic Award Ceremonies
Science Night
Social Studies Fair

Each planned event is held to foster parent/student awareness and access to school information pertinent to student success. Parents and students are encouraged to attend each event. The school provides a variety of resources during each event geared to focus on both school and student achievement including flyers, brochures, hands-on activities, school improvement budget reports/funds allocations, and career and college information. Community organizations and local businesses are usually represented at many of these events to demonstrate support for the school and to provide information parents and students can use to increase their awareness about what's offered in the community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moyer, Mitchell	Principal
Scott, Carlos	Assistant Principal
Sojka, Michelle	Assistant Principal
Lucero, Mike	Assistant Principal
Israel, Archer	Instructional Coach
Gilbert, Thomas	Teacher, K-12
Moll, Lyvia	Teacher, K-12
Nehrig, Lisa	Teacher, K-12
Policke, Peter	Teacher, K-12
Davenport, Steve	Assistant Principal
Degiroльмо, Mike	Assistant Principal
Ebbert, James	Teacher, K-12
Hardy, Cathy	Teacher, K-12
Lueth, Marylea	Teacher, K-12
McDaniel, Lorretta	Teacher, K-12
McCormick, John	Teacher, K-12
Michaels, Steve	Guidance Counselor
Butchart, Shelia	Instructional Media
Wetter, Justin	Teacher, K-12
Conley, William	Teacher, K-12
Mitchell, Jennifer	Teacher, K-12
Dowdell, Christopher	Teacher, K-12
Sniffen, April	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leadership Team members work together to identify school based resources (both materials and personnel) and to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Early Warning Systems, Professional Learning Communities, and Literacy Leadership Team). As the school's primary leader, the Principal creates a vision for student achievement and guides the Leadership Team's work. Each Leadership Team member is a representative of other teams (EWS, PLCs, LLT) and serves as a liaison between School-based Leadership Team and their respective departments. For example, the Instructional Coach works with different Professional Learning Communities to provide teacher instructional support, professional development, and guides response to data results, including coordination of tiered academic interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel: DeLand High's school-based Leadership Team includes the principal, assistant principals, reading coach, guidance counselor director, International Baccalaureate Coordinator, and teacher leaders from each school department. The Leadership Team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. School leadership collaborates with teachers and other stakeholders to ensure student growth.

The Leadership Team is key in identifying instructional resources to support student growth. Some instructional resources include professional development provided by our district and other school-wide trainings targeted by the team. Departments meet weekly in Professional Learning Community groups to collaborate on curriculum planning and shared instructional strategies. Leadership team members and teachers are both committed to meeting our students' needs and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. Instructional departments including reading, science, social studies, and others have been advised to adhere to the district curriculum maps which have been aligned with the Florida Standards to give our students the best opportunity for success academically and on future state assessments. All teachers have the support of the instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of the students. School Improvement funds are awarded to schools based on a per pupil funding formula and is distributed by the School Advisory Council through a voting process.

DeLand High's school leadership team meets on the first Monday of each month. Subject area Professional Learning Community teams meet every Tuesday during the second through fourth week of each month.

Problem-solving activities:

The School Improvement plan is data-driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement plan is based on a strategic analysis of data and identified resources (as identified by the Leadership Team and are matched to the needs of the students/school).

School Improvement funds will be used to support a variety of instructional needs focused on helping the school to meet its goals identified in the School Improvement Plan. Funds will be used to purchase texts designed to increase student literacy and to support instructional practices that will ensure Instructional Shifts implementation in every classroom. Additional funding will be used to provide an extended hour of Odyssey Lab coverage for the students needing to make-up coursework in order to graduate on time with their class.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Leslie LaRue- SAC Chairman	Parent
Amanda Tyler	Parent
Mitch Moyer	Principal
Carlos Scott	Principal
Nancy Amiot	Education Support Employee
Mendi Camacho	Teacher
Dr. Cathy Cortes	Parent
Dorothy Gibson	Business/Community
Aimee Huddleston	Parent
Carrie Ludlow	Parent
James Mize- SAC Vice Chairman	Parent
Shelia Rees	Parent
Traci Tapp	Parent
Argentina Thompson	Business/Community
Suzanne Villalobos	Parent
Kathy Williams	Parent
Luis Cortes	Student
Shelia Wilson	Parent
Deidre Jones	Parent
Laura Schachter	Parent
Alvin Gregg	Parent
Monica Hart	Parent
Kelly Crump	Parent
Cindy Wolcott	Teacher
Angie Spriggs	Parent
Audra Jolliffe	Parent
Lauren LaRue	Student
Pamela Bailey	Parent
Kerry-Gressley-Butt	Parent
Andrea Finkle	Teacher
Ashley Carter- SAC Secretary	Teacher
Jennifer Link	Parent
Sue Connell	Teacher
Ruth Jerkins	Education Support Employee
David Gunby	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

DeLand High's School Advisory Council members provided input, which was used to help create the 2015-2016 School Improvement Plan. During the 2015-2016 school year, the SAC was provided progress monitoring data about student performance on different assessments including FAIR and quarterly District Summative Assessment data to analyze and to determine if indicators align with School Improvement targets. At the first SAC meeting in August of 2015, the SAC participated in a data chat session focused on interpreting student performance data for state assessments including FCAT Reading, FSA 10th Grade English Language Arts, FSA End-of-Course assessment (Algebra 1) and End-of-Course assessments (U.S. History and Biology). The SAC used state assessment results to determine if School Improvement targets were met during the 2014-2015 school year. School Advisory Council members helped to identify areas of strength and areas of focus to be included on the 2015-2016 School Improvement Plan.

b. Development of this school improvement plan

The primary function of the School Advisory Council is to assist with the creation and monitoring of our School Improvement Plan. The first School Advisory Council meeting in August of 2016 focused on the sharing school performance data for state assessments administered during the 2015-2016 school year including Florida Standards Assessments for 9th/10th Grade English Language Arts, FSA End-of-Course Assessments (Algebra 1, Geometry, and Algebra 2), and Pearson End-of-Course Assessments (U.S. History and Biology). Performance data for each assessment was generated by the State Department of Education. SAC members worked in table groups to review provided assessment data. All groups were informed of the school's Strategic Goal. Each group was able to analyze the data given and provide written responses to three questions about what the data represents. At the October 6 SAC meeting, the committee worked in collaborative groups to review and provide feedback about new targets identified by school leadership. After reviewing the identified targets and coming to a consensus about appropriate targets for each state assessments for 2017, each group was given a different SIP task to complete including describing how SAC funds were used in 2015-2016, inputting the names of 2016-2017 SAC members into the Florida CIMS program, and reviewing school improvement strategies outlined for implementation. The October 6 School Advisory Council meeting concluded with an in-depth review and editing of the plan developed by all stakeholders. The SAC engaged in a open discussion (i.e. public input) and proceeded with a vote to accept the plan for submission to the Volusia County School Board.

c. Preparation of the school's annual budget and plan

School Improvement funding is provided by the state and is what the School Advisory Council uses as its operating budget. The school's annual budget is shared for input and discussion at the first SAC meeting. School Improvement funding is used to support school-wide programs tied to reading, math, science, social studies, and writing. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings. Departmental initiatives are funded based on instructional needs related to identified goals within School Improvement Plan. Teachers are required to complete a SAC Funds Request Form explaining to the SAC how funding such initiatives will have a direct impact on student achievement. Funds Request Forms are reviewed by the SAC Budget Committee and recommended to the SAC for approval. The SAC operates with two types of funds (Departmental Funds and General Funds).

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council funded several classroom instructional requests that aligned with the goals of the 2015-2016 School Improvement Plan. Each request was evaluated by the SAC and voted on for approval. The SAC allocated specific funds to each of the school's twelve departments. Six departments were allocated \$1,000.00 (Math, Language Arts, Science, Performing Arts, Social Studies, and CTE), one department was allocated \$750.00 (Exceptional Student Education), and three departments were allocated \$300.00. Department allocations were determined by the SAC's Budget Committee based on data from previous years identifying how school improvement funds were spent. Teachers within each department were able to submit Funds Request Forms for approval by the SAC. The SAC voted and approved the following requests in 2015-2016:

- *Scientific Calculators for Geometry EOC preparation \$570.00
- *RDOI Water Filter for Marine Biology class tank \$200.00
- *Chromebooks for Exceptional Student Education tutoring program \$664.05
- *Two I-Pads for Child Development class \$525.00
- * SAT Prep Course offered to 40 students \$1,700.00
- *Two White Boards for AFJROTC class \$500.00
- *Leadership Conference registration fee for one teacher \$579.00

Other approved funds requests for the 2015-2016 school year included \$2,700.00 for the Odyssey Lab to be opened after school allowing senior students to work to complete courses required for graduation, and \$1,650.00 was allocated to host the Annual Academic Awards and Performing Arts Program (recognizes students in grades 9-12 who achieved a 3.9 cumulative GPA at the end of the first semester).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Israel, Archer	Instructional Coach
Degirolmo, Mike	Assistant Principal
Scott, Carlos	Assistant Principal
Michaels, Steve	Guidance Counselor
Butchart, Shelia	Instructional Media
Davenport, Steve	Assistant Principal
Dowdell, Christopher	Teacher, K-12
Conley, William	Teacher, K-12
Lueth, Marylea	Teacher, ESE
McCormick, John	Teacher, K-12
Wetter, Justin	Teacher, K-12
Gilbert, Thomas	Teacher, K-12
Hardy, Cathy	Teacher, K-12
Ebbert, James	Teacher, K-12
Moll, Lyvia	Teacher, K-12
Lucero, Mike	Assistant Principal
Nehrig, Lisa	Teacher, K-12
Moyer, Mitchell	Principal
Sojka, Michelle	Assistant Principal
Sniffen, April	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly on Wednesday after school for one hour. The LLT Co-chairs, Dr. Archer Israel and Shelia Butchart, provide an agenda and facilitate all meetings. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented during PLC meetings, assist with development of classroom implementation strategies, and supervise and support school-wide writing initiatives and the implementation of the Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we implement the ELA/Math Instructional Shifts.. The Instructional Coach is responsible for providing professional development in respective core areas: social studies, math, science, and language arts. Literacy team members will be responsible for introducing strategies to their departments during PLC meetings as well.

The Literacy Leadership Team along with subject area department teachers will host one Reading Class Motivational assembly in fall. The purpose of the assemblies is to encourage students to read. A guest speaker will be invited to present on topics including career opportunities, current events, and the importance of reading in relation to a chosen career path.

DeLand High's Instructional Coach will have a school-wide Book Mark contest to encourage students and parents to Read to Succeed.

Teachers and students will be encouraged to attend Poetry Lunch and SLAM Writing Strategy sessions during the lunch periods. During each session, students and teachers will share written poetry aloud. Writing strategies will be presented to help students state a claim and defend their claim with evidence.

DeLand High will participate in Volusia County's Literacy Fair.

To promote school-wide literacy, the media specialist invites all students to participate in a school-wide Literacy Calendar contest in January, and a school wide Academic Word List Vocabulary Bee throughout the school year (classes will compete).

To encourage literacy in the Reading Department, students will take ownership in their achievement by reflecting on activities as they relate to the Florida State Standards. Teachers will display posters which students will use to evaluate their level of achievement. This will take place once during each nine weeks.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

DeLand High administration and school leadership teachers work to build positive relationships among all faculty and staff using a variety of strategies. Common Planning, Department Meetings, Professional Learning Communities (PLCs), Lesson Studies, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Team building Professional Learning sessions are facilitated by students and teachers throughout the school year to foster relationships focused on mutual respect, student voice, best practices, and strategy awareness for implementation.

Teachers are given common planning periods and PLC (Professional Learning Communities) time to allow for collaboration, data analysis, and the sharing of best practices that impact student performance. Common planning allow teachers to participate in weekly PLCs to review formative and summative assessment data, and to plan for and adjust their instruction accordingly. Through PLCs, teachers are encouraged to work together on common goals with clear objectives.

Monthly department meetings are scheduled to give teachers within the same department time to review district curriculum updates, school updates, and to discuss team initiatives. Department teams spend time discussing lessons taught that went well and ways to improve on lessons that were unsuccessful. The sharing of teaching strategies is evident during department meetings.

Lesson Studies have been implemented in science with two cycles completed in one year. Participants surveyed have ranked these series of collaborative professional learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

The use of an Instructional Coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The Leadership Team meets monthly to talk about what trends are being seen in the classrooms. This process also provides

opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits from peers. The instructional coach works side by side with teachers to enhance instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Applicants for positions at DeLand High School are screened carefully by administration prior to hiring. Attention is given to teacher certification, experience, interview impressions, reference checks, etc. Interested teacher prospects are given a tour of the school in an effort to familiarize them with the campus, classrooms, and parking locations that are used on a daily basis. Potential teacher candidates are encouraged to collaborate with subject area department chair(s) to gain awareness of teaching assignment, department goals, available teacher materials, and school-wide policies and procedures. Teachers interested in improving their practice in the classroom are given the approval to visit other classrooms of high performing and/or National Board Certified teachers. Current teachers are given many leadership opportunities. Teachers are encouraged to join the School Advisory Council, Leadership Team, Club/Organization Sponsor, and serve as a representative on the Teacher Advisory Council. 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, Mitch Moyer and administration works to make sure all teachers receive on-site Professional Development training focused on identifying and implementing effective teaching practices to increase student achievement. Recent Professional Development trainings have centered around implementation of the Florida State Standards.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

DeLand High's mentoring program consists of Assistant Principals, Michelle Sojka and Mike Lucero, Social Studies teacher, Mr. Christopher Dowdell, the administration team, and school Leadership Team members assisting all first-year teachers as they become familiar with the DeLand High school community. At the start of the 2016-2017 school year, all first-year teachers were paired with a veteran DeLand High teacher as part of the year two New Teacher Mentoring Program. New teachers and teacher mentors participated in group sessions during pre-planning to allow for bonding, collaboration and planning. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation, PLC Activities, Professional Development, and participation in District Job Fair and Recruitment Activities. Michelle Sojka facilitates one-on-one support for new teachers focused on classroom management, grading practices, communication, ethics, and school policies and procedures. New teachers are granted the opportunity to observe other teachers in action and are paired with their subject area department chair for support. The purpose for both the pairing and planned mentoring activities is to help new teachers build a concrete foundation of success in the classroom, to develop a network of support, and to provide continuous daily examples of best practices in action that ultimately have a profound impact on student performance. Each phase of the new teacher mentoring program is designed to build confidence and to retain quality people.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Study, and instructional coaching helps ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Performance data is used during common planning and weekly PLC meetings to identify groups of students to receive targeted instruction during classroom intervention time. Teachers and instructional coaches work to create target instruction lessons and activities to meet the needs of all levels of students (struggling, middle, and high performing). Students requiring intensive remediation receive additional support from mentors and consultation teachers. When necessary, classroom teachers and administration make recommendations for students to be reviewed and assisted by the school's Early Warning Systems Team (EWS) or Problem-Solving Team (PST).

The use of instructional reviews and an Instructional Coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional reviews, along with administrative walk-throughs, provide leadership with the necessary data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits. Instructional coaches work side-by-side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. Classroom visits and the modeling of lessons is a common practice on campus.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

Targeted students receive math tutoring twice a week, for 30 minutes each time. Tutoring continues throughout the school year. Students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Academic tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moyer, Mitchell, mmoyer@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Summer Program

Minutes added to school year: 1,680

Jump Start Algebra I Summer Program
Jump Start Biology Summer Program

Strategy Rationale

To target students needing remediation of Algebra I and Biology standards prior to entering High School.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DegiroImo, Mike, mjdegiro85280057@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Algebra I and Biology standards are reviewed and students take daily assessments to determine areas of focus. Student performance data on the Algebra I and Biology EOC exams is analyzed after camp completion to determine areas of growth and priority areas of focus.

Strategy: After School Program

Minutes added to school year: 2,730

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention and planning, as well as professional development for 2 hours every other month.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Moyer, Mitchell, mmoyer@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The transition from middle to high school is improved with the addition of the JumpStart Summer programs used to pre-teach requisite skills to both struggling and middle of the road students who will take Algebra 1 and/or Biology courses. The purpose of both summer intervention programs is to develop students skills in areas of focus to improve their chances of being successful in both high school courses.

Each year in March, DeLand High begins the registration process for rising 8th graders and their parents. Current 8th graders have the opportunity to select and register for courses prior to the start of the next school year. Both parents and their 8th grade students are provided a curriculum guide outlining detail information about courses offered at DeLand High. Feedback is provided in reference to course selection and prerequisite expectations by school guidance counselors.

In past years, Saturday before the first week of school, DeLand high hosted a 9th Grade Welcome program to allow incoming freshmen and their parents the opportunity to meet teachers, administrators and counselors, pick-up their class schedule, and tour the campus, lead by current DeLand High leadership students. Incoming 9th graders and their parents were welcomed by club sponsors and organizational leaders who provide detailed information about their clubs and organizations. Students are encouraged to get involved. Current DeLand High student leaders explain how students can join specific clubs and organizations as well. To start the 2016-2017 school year, DeLand High implemented the 9th Grade Transition Program. Only 9th grade students attended the first day of school. Scheduled activities and small group sessions were hosted to both engage and inform 9th grade students of school expectations. Administration and other faculty and staff members were paired with groups of students for the day. Students received their schedules, walked

the campus, met current student leaders on campus, and attended their classes for a reduced amount of time.

School-based clubs such as Bulldog Leadership work to provide opportunities for incoming students to get engaged in campus events and activities. During the first week of school, Bulldog Leadership assist the administration team with planned Mini Assemblies to review campus policies and procedures. Teachers and students attend the Mini Assemblies as a way to make sure all stakeholders are on the same page. Many of the student leaders serve as mentors to other students throughout the school year.

DeLand High's AVID program identifies capable students who need extra support and assistance with different types of learning strategies that will allow students to excel in more rigorous, challenging classes. The AVID program serves as a family support system for recognized 9th graders and other upperclassmen.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

DeLand High School offers elective courses in Art, Business, Technology, and Career Study. Many of these courses focus on job skills and offer student internships and cooperative learning opportunities. Every year, after Florida Standards Assessment 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 to take. 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

DeLand High provides a variety of career and technical education programs, including Career Academies, which are available to assist students in acquiring industry skills.

Career Academy programs offered at DeLand High includes:

- Building Construction Program
- Communication Academy
- Engineering Academy

Other Career and Technical Education programs offered includes:

- Computing for College and Careers
- Digital Video Production

DeLand High students can earn a variety of industry certifications for course completion and the passing of industry certification exams. Some of the certification exams offered to students include:

- Adobe Certified Associate (Dreamweaver, Flash, Photoshop. and Premier)
- Agricultural Technician Certification
- Certified Medical Administrative Assistant (CMAA)
- NCCER Carpentry - Level 1
- NCCER Construction Technology
- Autodesk AutoCAD Certified User Exam
- Microsoft Office Specialist Bundle

NOCTI Early Childhood Care Education
Certified Professional Food Manager (ServSafe)

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career academies provide the model for integrating career and technical education with academic courses. Academies incorporate integrated curriculum which includes an exploration of a subject, theme, interest, or career area. Integrated curriculum meshes relevant CTE courses with rigorous academic core material in order to breakdown barriers between subjects and making learning more meaningful.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Data from the High School Feedback Report is available from 2004-2012 at <http://data.fldoe.org/readiness/>

In response to data, 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
- Administration of PERT Exam to all 11th grade students
- English IV College Readiness Course
- Math College Readiness Course
- College Representative Visits
- Making High School Count Program
- Making College and Careers Count Program

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** DeLand High will administer all state assessments to more than 95% of students enrolled for the 2016-2017 school year.

- G2.** If DeLand High utilizes standards-aligned instruction based on the instructional shifts, the student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. DeLand High will administer all state assessments to more than 95% of students enrolled for the 2016-2017 school year. 1a

G082607

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	95.0

Targeted Barriers to Achieving the Goal 3

- Some teachers inconsistent with maintaining accurate attendance records.
- High number of students missing 10-20 days of school per year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration and Faculty
- Guidance Counselors
- School Social Worker
- School's Website
- Instructional Coach, Office Staff, and Consultation Teachers

Plan to Monitor Progress Toward G1. 8

Early Warning Systems Reports will be collected and compared to demonstrate decrease in the number of students with excessive absences.

Person Responsible

Steve Michaels

Schedule

On 5/31/2017

Evidence of Completion

Early Warning Systems Reports

G2. If DeLand High utilizes standards-aligned instruction based on the instructional shifts, the student achievement will increase. **1a**

G076581

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
Algebra I EOC Pass Rate	50.0
Bio I EOC Pass	80.0
Geometry EOC Pass Rate	75.0
4-Year Grad Rate (Standard Diploma)	75.0
Math Lowest 25% Gains	35.0
U.S. History EOC Pass	80.0

Targeted Barriers to Achieving the Goal **3**

- Reluctant students/High absentee rate of Low Quartile students
- Administration unaware of the Core Actions related to each Instructional Shift for ELA and Math, and coaching tools to use to ensure lesson implementation.
- Teachers unaware of the Instructional Shifts
- How to use “Shifts” in non-ELA/Math Classrooms

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Curriculum Maps aligned to Florida Standards/new Collections text.
- District Specialist/DHS Writing Coach
- On-site Reading Instructional Coach
- School-based Professional Learning days to meet school/teacher needs.
- 9th Grade Bulldog Rising Mentoring programs to motivate students
- Supportive administration team
- SAC School Improvement Funds to provide teacher resources, training, and materials
- Teacher Mentors and School Leadership Team
- Highly Effective teachers training other teachers
- Common Planning for all teachers
- Scheduled time for Professional Learning Communities (weekly)
- District Data/Eduphoria
- Current instructional tools (past professional development strategies)
- PLCs and County PLCs

Plan to Monitor Progress Toward G2. 8

Administration will use Instructional Practice Guides (IPGs) to collect data and to provide feedback to teachers about shifts implementation in the classroom.

Person Responsible

Mitchell Moyer

Schedule

Daily, from 10/6/2016 to 5/31/2017

Evidence of Completion

IPG Notes, Teacher Assessment Data, DIAs, VLTs, and SMTs

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. DeLand High will administer all state assessments to more than 95% of students enrolled for the 2016-2017 school year. **1**

 G082607

G1.B3 Some teachers inconsistent with maintaining accurate attendance records. **2**

 B218795

G1.B3.S1 Administration will conduct weekly reviews of teacher's gradebooks to make sure grade and attendance records are maintained. **4**

 S231140

Strategy Rationale

Accurate attendance records will help school leadership to identify students with excessive absences.

Action Step 1 **5**

Evaluating administrators will randomly check 5-7 teacher's gradebooks each week to monitor accurate attendance and grade collection.

Person Responsible

Mitchell Moyer

Schedule

On 5/31/2017

Evidence of Completion

VSET Notes, Teacher Gradebooks, Conference Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will receive feedback notices from administration when inconsistencies are noticed.

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Teacher Feedback Notices, VSET Domain 4 Evidence, Conference Notices

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will conference with teachers with inaccurate attendance records and document concerns.

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Conference Notes, VSET Documents

G1.B3.S2 Teachers will contact the parents of students with 5 or more absences during a 9 week period and forward the student's name to guidance to schedule a parent/teacher conference. 4

S231141

Strategy Rationale

Early identification of students with excessive absences will allow time to develop a plan of action to correct attendance concerns.

Action Step 1 5

Teachers will monitor and record attendance for each course at the start of each class period.

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Gradebook and Attendance Reports

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will contact the parents of students with 5 or more absences and forward students' names to guidance.

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Teacher Attendance Records, Emails, Parent Contact Logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration, guidance, and teachers will schedule parent/teacher conference to address excessive absences.

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017


Evidence of Completion

Parent Contact Logs, Conference Notes, School Calendar

G1.B4 High number of students missing 10-20 days of school per year. 2

 B218796

G1.B4.S1 Administration and Guidance will work to track and improve student attendance by using all school and community resources. 4

 S231142

Strategy Rationale

To increase school attendance rate, student achievement, and to ensure more than 95% of DHS students are tested at the end of the school year.

Action Step 1 5

Guidance Director will monitor Early Warning Systems Report to identify students absent 2 or more days during a school week.

Person Responsible

Steve Michaels

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Early Warning Systems Report

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration and guidance will contact/conference with parents and students.

Person Responsible

Steve Michaels

Schedule

On 5/31/2017

Evidence of Completion

Parent Contact Logs, Parent Conference Notes, Guidance Monthly Calendars

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Students will be placed on an Attendance Contract and referred to the School Social Worker.

Person Responsible

Steve Michaels

Schedule

On 5/31/2017

Evidence of Completion

Copies of Student Attendance Contracts and Social Worker Referrals

G2. If DeLand High utilizes standards-aligned instruction based on the instructional shifts, the student achievement will increase. 1

G076581

G2.B2 Reluctant students/High absentee rate of Low Quartile students 2

B200468

G2.B2.S1 Implement 9th Grade Bulldog Transition and Bulldog Rising Mentoring Program 4

S225807

Strategy Rationale

Retain/Graduate more than 90% of the 9th Grade cohort group.
Make sure every 9th Grade student is linked to a caring adult and senior student on campus.

Action Step 1 5

9th Grade Monthly Mentoring Meetings

Person Responsible

Mike Degirolmo

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Mentoring Logs, Alternative Bell Schedule, Mentoring Teacher -Student Locator, 7 Habits of Highly Effective Teens Curriculum

Action Step 2 5

Host 9th Grade Bulldog Rising First Day of School (9th Grade Students Only)

Person Responsible

Mike Lucero

Schedule

On 8/15/2016

Evidence of Completion

Bulldog Rising Student Handbook, Program Agenda, Connect Ed Notice to parents and students,

Action Step 3 5

Tracking/Monitoring of 9th Grade Students and Student Athletes for Graduation Purposes

Person Responsible

Mitchell Moyer

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data Charts, Student Sign-in Sheets, Parent/Student Conference Notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration and program contacts will conferences with students, contact parents, communicate with classroom teachers, arrange on-campus tutoring, monitor student attendance, track student academic progress, and lead student mentoring groups.

Person Responsible

Mike Degirolmo

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Mentoring Tracking/Data Sheets, Parent Contact Logs, Tutoring Logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration and identified teachers/senior students will lead biweekly mentoring sessions focused on character development.

Person Responsible

Mike Degirolmo

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Bulldog Rising Student Handbook, Bulldog Rising First Day of School Schedule, Mentoring Logs, Meeting Schedules, Attendance Records, Progress Reports, Quarterly Assessment Data

G2.B6 Administration unaware of the Core Actions related to each Instructional Shift for ELA and Math, and coaching tools to use to ensure lesson implementation. 2

 B200477

G2.B6.S1 Administration and School Leadership to be introduced to the Core Actions for ELA and Math.

4

 S226358

Strategy Rationale

Build awareness of teaching practices/strategies to look for when conducting classroom walk-throughs and observations.

Action Step 1 5

PD training on Implementing ELA and Math Core Actions: Easily Observed Instructional Practices

Person Responsible

Carlos Scott

Schedule

On 12/9/2016

Evidence of Completion

Sign-in sheets, notes/verbal feedback, Teacher/Administrator Self-Assessment Survey

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Administration to discuss walk-through findings at weekly staff meeting.
Self-Assessment data collected and shared three times a year to show an increase in classroom practice.

Person Responsible

Carlos Scott

Schedule

On 5/26/2017

Evidence of Completion

Teacher/Administrator Self-Assessments to be completed and submitted in October, December and May

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Classroom Walk-through/Observations
Data Walks
Review/Sharing of Teacher/Administrator Self-Assessment Surveys

Person Responsible

Carlos Scott

Schedule

Weekly, from 10/4/2016 to 5/26/2017

Evidence of Completion

Self-Assessments Surveys Data Walk Evidence VSET Walk-through Evidence

G2.B6.S2 Administration to be trained to conduct Data Walks. 4

 S226359

Strategy Rationale

Use Data Walks evidence to provide feedback to teachers for the purpose of improving their instructional practice.

Action Step 1 5

DeLand High administrators and school leaders will be trained to conduct Data Walks for coaching purposes.

Person Responsible

Carlos Scott

Schedule

On 11/7/2016

Evidence of Completion

Data Walk Training Handouts, Sign-in Sheets, Exit Tickets

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Data Walk teams will meet monthly to review coaching tools and evidence observed. Feedback will be shared with individual teachers and the faculty.

Person Responsible

Carlos Scott

Schedule

On 5/31/2017

Evidence of Completion

Data Walk Tools/Rubrics Created, Data Walk Observation Evidence, Meeting Sign-in Sheets, Faculty Meeting Agendas, Teacher Feedback

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Administration and School Leadership members will provide timely feedback to teachers about evidence observed.

Person Responsible

Carlos Scott


Schedule

Every 3 Weeks, from 10/5/2016 to 5/31/2017

Evidence of Completion

Data Walk Team Conference Notes, Data Walk Team Observation Schedules, Teacher Surveys, Faculty Meeting Agendas/Sign-in Sheets

G2.B9 Teachers unaware of the Instructional Shifts 2

 B211017

G2.B9.S1 Professional Development training will be provided to increase faculty/administration awareness of the Instructional Shifts for ELA and Math. 4

 S223083

Strategy Rationale

Build awareness of the Instructional Shifts to make a purposeful change in teaching practices.

Action Step 1 5

It's All About the Shifts Professional Learning Trainings for all Departments (ELA, Science and Social Studies Math, CTE, Foreign Language, and Fine Arts)

Person Responsible

Carlos Scott

Schedule

On 9/19/2016

Evidence of Completion

PDD Sign-in Sheets, Teacher Feedback (Survey)

Action Step 2 5

ELA Instructional Shifts: What Do You Know About Core Action #1 Professional Learning Training (ELA and Social Studies teachers)

Person Responsible

Carlos Scott

Schedule

On 11/9/2016

Evidence of Completion

ERPLD Sign-in Sheets, Teacher Feedback

Action Step 3 5

Supporting the Instructional Shifts in the Science Classroom

Person Responsible

Carlos Scott

Schedule

On 11/9/2016

Evidence of Completion

ERPLD Sign-In Sheets, Meeting Agenda, Teacher Feedback

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Attendance records for PD trainings will be collected and logged in MyPGS to monitor faculty participation.

Person Responsible

Carlos Scott

Schedule

Daily, from 9/20/2016 to 5/31/2017

Evidence of Completion

PD Sign-In Sheets, MyPGS In-service Credits

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Teachers will identify and implement Instructional Shift strategies learned during PD trainings into their daily classroom practice.

Person Responsible

Carlos Scott

Schedule

Daily, from 9/20/2016 to 5/31/2017

Evidence of Completion

DPP Reflections, Data Walk Evidence, VSET Observation/Walk-throughs

G2.B12 How to use “Shifts” in non-ELA/Math Classrooms **2**

 B213574

G2.B12.S1 School Leadership will work with District Specialist to identify shifts alignment for specific courses and implementation methods for teacher success. **4**

 S231143

Strategy Rationale

To ensure the Instruction Shifts are occurring in non core classrooms..

Action Step 1 **5**

Administration will conference with District Specialists to determine which shifts align with individual non-core departments.

Person Responsible

Carlos Scott

Schedule

On 10/6/2016

Evidence of Completion

Conference Notes

Action Step 2 **5**

Administration and District Specialists will provide trainings to identify specific shift strategies for non-core teachers to use in their classrooms

Person Responsible

Carlos Scott

Schedule

Quarterly, from 10/6/2016 to 5/31/2017

Evidence of Completion

PD Trainings in MyPGS, Sign-In Sheets, Non Core Teacher's DPP Evidence

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Specific shift strategies will be identified by non core teachers and implemented in their classroom practice.

Person Responsible

Carlos Scott

Schedule

Daily, from 10/10/2016 to 5/31/2017

Evidence of Completion

Walk-through/Observation Evidence, Classroom Shift Document, Teacher's DPP Evidence

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Administration will log department's use of specific strategies and conduct observations, walk-throughs, and Data Walks to monitor implementation.

Person Responsible

Carlos Scott

Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Department's Shift Strategy Log, Walk-throughs, Observations, Data Walks

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G2.B2.S1.A2 A286059	Host 9th Grade Bulldog Rising First Day of School (9th Grade Students Only)	Lucero, Mike	8/15/2016	Bulldog Rising Student Handbook, Program Agenda, Connect Ed Notice to parents and students,	8/15/2016 one-time
G2.B2.S1.A3 A290888	Tracking/Monitoring of 9th Grade Students and Student Athletes for Graduation Purposes	Moyer, Mitchell	8/15/2016	Data Charts, Student Sign-in Sheets, Parent/Student Conference Notes	5/26/2017 weekly
G1.B4.S1.MA1 M298188	Administration and guidance will contact/conference with parents and students.	Michaels, Steve	8/15/2016	Parent Contact Logs, Parent Conference Notes, Guidance Monthly Calendars	5/31/2017 one-time
G1.B3.S2.MA1 M298689	Administration, guidance, and teachers will schedule parent/teacher conference to address excessive...	Moyer, Mitchell	8/15/2016	Parent Contact Logs, Conference Notes, School Calendar	5/31/2017 weekly
G1.B4.S1.A1 A295348	Guidance Director will monitor Early Warning Systems Report to identify students absent 2 or more...	Michaels, Steve	8/15/2016	Early Warning Systems Report	5/31/2017 weekly
G1.B3.S2.MA1 M298688	Teachers will contact the parents of students with 5 or more absences and forward students' names...	Moyer, Mitchell	8/15/2016	Teacher Attendance Records, Emails, Parent Contact Logs	5/31/2017 weekly
G1.B4.S1.MA1 M298189	Students will be placed on an Attendance Contract and referred to the School Social Worker.	Michaels, Steve	8/15/2016	Copies of Student Attendance Contracts and Social Worker Referrals	5/31/2017 one-time
G1.B3.S1.A1 A295347	Evaluating administrators will randomly check 5-7 teacher's gradebooks each week to monitor...	Moyer, Mitchell	8/15/2016	VSET Notes, Teacher Gradebooks, Conference Notes	5/31/2017 one-time
G1.B3.S1.MA1 M298185	Teachers will receive feedback notices from administration when inconsistencies are noticed.	Moyer, Mitchell	8/15/2016	Teacher Feedback Notices, VSET Domain 4 Evidence, Conference Notices	5/31/2017 weekly
G1.B3.S2.A1 A295760	Teachers will monitor and record attendance for each course at the start of each class period.	Moyer, Mitchell	8/15/2016	Gradebook and Attendance Reports	5/31/2017 weekly
G1.MA1 M298187	Early Warning Systems Reports will be collected and compared to demonstrate decrease in the number...	Michaels, Steve	8/15/2016	Early Warning Systems Reports	5/31/2017 one-time
G1.B3.S1.MA1 M298186	Administration will conference with teachers with inaccurate attendance records and document...	Moyer, Mitchell	8/15/2016	Conference Notes, VSET Documents	5/31/2017 weekly
G2.B2.S1.MA1 M294809	Administration and identified teachers/senior students will lead biweekly mentoring sessions...	Degirolmo, Mike	8/31/2016	Bulldog Rising Student Handbook, Bulldog Rising First Day of School Schedule, Mentoring Logs, Meeting Schedules, Attendance Records, Progress Reports, Quarterly Assessment Data	5/31/2017 biweekly
G2.B2.S1.MA1 M285881	Administration and program contacts will conferences with students, contact parents, communicate...	Degirolmo, Mike	8/31/2016	Mentoring Tracking/Data Sheets, Parent Contact Logs, Tutoring Logs	5/31/2017 biweekly
G2.B2.S1.A1 A286058	9th Grade Monthly Mentoring Meetings	Degirolmo, Mike	8/31/2016	Mentoring Logs, Alternative Bell Schedule, Mentoring Teacher -Student Locator, 7 Habits of Highly Effective Teens Curriculum	5/31/2017 biweekly
G2.B9.S1.A1 A281734	It's All About the Shifts Professional Learning Trainings for all Departments (ELA, Science and...	Scott, Carlos	9/19/2016	PDD Sign-in Sheets, Teacher Feedback (Survey)	9/19/2016 one-time
G2.B9.S1.MA1 M298681	Teachers will identify and implement Instructional Shift strategies learned during PD trainings...	Scott, Carlos	9/20/2016	DPP Reflections, Data Walk Evidence, VSET Observation/Walk-throughs	5/31/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B9.S1.MA1 M279694	Attendance records for PD trainings will be collected and logged in MyPGS to monitor faculty...	Scott, Carlos	9/20/2016	PD Sign-In Sheets, MyPGS In-service Credits	5/31/2017 daily
G2.B6.S1.MA1 M287164	Classroom Walk-through/Observations Data Walks Review/Sharing of Teacher/Administrator...	Scott, Carlos	10/4/2016	Self-Assessments Surveys Data Walk Evidence VSET Walk-through Evidence	5/26/2017 weekly
G2.B6.S1.MA1 M287163	Administration to discuss walk-through findings at weekly staff meeting. Self-Assessment data...	Scott, Carlos	10/4/2016	Teacher/Administrator Self-Assessments to be completed and submitted in October, December and May	5/26/2017 one-time
G2.B6.S2.MA1 M296091	Data Walk teams will meet monthly to review coaching tools and evidence observed. Feedback will be...	Scott, Carlos	10/5/2016	Data Walk Tools/Rubrics Created, Data Walk Observation Evidence, Meeting Sign-in Sheets, Faculty Meeting Agendas, Teacher Feedback	5/31/2017 one-time
G2.B6.S2.MA1 M296095	Administration and School Leadership members will provide timely feedback to teachers about...	Scott, Carlos	10/5/2016	Data Walk Team Conference Notes, Data Walk Team Observation Schedules, Teacher Surveys, Faculty Meeting Agendas/Sign-in Sheets	5/31/2017 every-3-weeks
G2.B12.S1.A1 A295350	Administration will conference with District Specialists to determine which shifts align with...	Scott, Carlos	10/6/2016	Conference Notes	10/6/2016 one-time
G2.B12.S1.A2 A295351	Administration and District Specialists will provide trainings to identify specific shift...	Scott, Carlos	10/6/2016	PD Trainings in MyPGS, Sign-In Sheets, Non Core Teacher's DPP Evidence	5/31/2017 quarterly
G2.MA1 M287165	Administration will use Instructional Practice Guides (IPGs) to collect data and to provide...	Moyer, Mitchell	10/6/2016	IPG Notes, Teacher Assessment Data, DIAs, VLTs, and SMTs	5/31/2017 daily
G2.B12.S1.MA1 M298190	Specific shift strategies will be identified by non core teachers and implemented in their...	Scott, Carlos	10/10/2016	Walk-through/Observation Evidence, Classroom Shift Document, Teacher's DPP Evidence	5/31/2017 daily
G2.B12.S1.MA1 M298191	Administration will log department's use of specific strategies and conduct observations,...	Scott, Carlos	10/17/2016	Department's Shift Strategy Log, Walk-throughs, Observations, Data Walks	5/31/2017 weekly
G2.B6.S2.A1 A292677	DeLand High administrators and school leaders will be trained to conduct Data Walks for coaching...	Scott, Carlos	10/19/2016	Data Walk Training Handouts, Sign-in Sheets, Exit Tickets	11/7/2016 one-time
G2.B9.S1.A2 A281735	ELA Instructional Shifts: What Do You Know About Core Action #1 Professional Learning Training...	Scott, Carlos	11/9/2016	ERPLD Sign-in Sheets, Teacher Feedback	11/9/2016 one-time
G2.B9.S1.A3 A286057	Supporting the Instructional Shifts in the Science Classroom	Scott, Carlos	11/9/2016	ERPLD Sign-In Sheets, Meeting Agenda, Teacher Feedback	11/9/2016 one-time
G2.B6.S1.A1 A287042	PD training on Implementing ELA and Math Core Actions: Easily Observed Instructional Practices	Scott, Carlos	11/9/2016	Sign-in sheets, notes/verbal feedback, Teacher/Administrator Self-Assessment Survey	12/9/2016 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If DeLand High utilizes standards-aligned instruction based on the instructional shifts, the student achievement will increase.

G2.B6 Administration unaware of the Core Actions related to each Instructional Shift for ELA and Math, and coaching tools to use to ensure lesson implementation.

G2.B6.S1 Administration and School Leadership to be introduced to the Core Actions for ELA and Math.

PD Opportunity 1

PD training on Implementing ELA and Math Core Actions: Easily Observed Instructional Practices

Facilitator

Carlos Scott

Participants

Administration, School Leadership

Schedule

On 12/9/2016

G2.B6.S2 Administration to be trained to conduct Data Walks.

PD Opportunity 1

DeLand High administrators and school leaders will be trained to conduct Data Walks for coaching purposes.

Facilitator

Carlos Scott

Participants

Administration, Reading Coach, School Leadership Teachers

Schedule

On 11/7/2016

G2.B9 Teachers unaware of the Instructional Shifts

G2.B9.S1 Professional Development training will be provided to increase faculty/administration awareness of the Instructional Shifts for ELA and Math.

PD Opportunity 1

It's All About the Shifts Professional Learning Trainings for all Departments (ELA, Science and Social Studies Math, CTE, Foreign Language, and Fine Arts)

Facilitator

Lori Wickham Sandra Tweedy Dr. Archer Israel Carlos Scott John McCormick Marlo Jones Benjamin Carter

Participants

Teachers, Instructional Coaches, Counselors and Administration

Schedule

On 9/19/2016

PD Opportunity 2

ELA Instructional Shifts: What Do You Know About Core Action #1 Professional Learning Training (ELA and Social Studies teachers)

Facilitator

Carlos Scott Lisa Nehrig Marlo Jones

Participants

Teachers, Instructional Coaches, Counselors and Administration

Schedule

On 11/9/2016

PD Opportunity 3

Supporting the Instructional Shifts in the Science Classroom

Facilitator

Jeremy Blinn

Participants

Science Teachers, Administration

Schedule

On 11/9/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	Evaluating administrators will randomly check 5-7 teacher's gradebooks each week to monitor accurate attendance and grade collection.	\$0.00
2	G1.B3.S2.A1	Teachers will monitor and record attendance for each course at the start of each class period.	\$0.00
3	G1.B4.S1.A1	Guidance Director will monitor Early Warning Systems Report to identify students absent 2 or more days during a school week.	\$0.00
4	G2.B12.S1.A1	Administration will conference with District Specialists to determine which shifts align with individual non-core departments.	\$0.00
5	G2.B12.S1.A2	Administration and District Specialists will provide trainings to identify specific shift strategies for non-core teachers to use in their classrooms	\$0.00
6	G2.B2.S1.A1	9th Grade Monthly Mentoring Meetings	\$0.00
7	G2.B2.S1.A2	Host 9th Grade Bulldog Rising First Day of School (9th Grade Students Only)	\$0.00
8	G2.B2.S1.A3	Tracking/Monitoring of 9th Grade Students and Student Athletes for Graduation Purposes	\$0.00
9	G2.B6.S1.A1	PD training on Implementing ELA and Math Core Actions: Easily Observed Instructional Practices	\$0.00
10	G2.B6.S2.A1	DeLand High administrators and school leaders will be trained to conduct Data Walks for coaching purposes.	\$0.00
11	G2.B9.S1.A1	It's All About the Shifts Professional Learning Trainings for all Departments (ELA, Science and Social Studies Math, CTE, Foreign Language, and Fine Arts)	\$0.00
12	G2.B9.S1.A2	ELA Instructional Shifts: What Do You Know About Core Action #1 Professional Learning Training (ELA and Social Studies teachers)	\$0.00
13	G2.B9.S1.A3	Supporting the Instructional Shifts in the Science Classroom	\$0.00
Total:			\$0.00