

Volusia County Schools

Deltona High School



2015-16 School Improvement Plan

Deltona High School

100 WOLF PACK RUN, Deltona, FL 32725

<http://myvolusiaschools.org/school/deltonahigh/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	C

**Preliminary 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 was approved by the Volusia County School Board on 11/10/2015.

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Believing all students will learn, Deltona High School empowers students by providing challenging educational experiences in a caring environment.

Provide the school's vision statement

As stated in all of Volusia County Schools:

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

School Environment

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

Beginning within the moment students enter Deltona campus, they are met with members of staff that invest in the understanding of their culture in order to build a purposeful and meaningful relationship geared for success. Deltona High School designed and implemented a Freshman Transition Pilot program to help incoming 9th graders better matriculate from middle school to high school. Students attended a one hour class to inform them regarding best practices for academic success, browsed a club and sport showcase, took a tour of the school, had an opportunity to get their student ID's and lockers, and attended all of their classes.

The school counselors are sensitive to various needs and personalities of the many students at DHS and encourage teachers to build Culturally Relevant Pedagogy within their classrooms to reach a diverse population. This pedagogy is built upon background surveys distributed to the students to make teachers aware of the various cultures coming together and many of the skills needed to do this successfully are provided in professional development learning opportunities and activities.

Homeroom is a small time period where teachers can assist in acclimating students to the culture of the school. This may be a small opportunity to build relationships but it sets the stage for the many other chances teachers and students have to interact throughout the year. This portion of the schedule, along with grade level orientations, offer specific and directed opportunities for students to adjust to their new grade level courses and expectations while solid relationships are being established.

The administrative staff, aware of the needs of our students, have invested time in offering scheduled intervention for the students in need. Teachers plan for intervention days to establish a small group environment that can better serve the needs of our students. Many teachers take lunch as an opportunity to identify student struggles more precisely and offer insight and suggestions on working towards a solution that leads them to a better understanding.

There are other on campus activities outside of the school day that assist in building foundational and ongoing relationships between students and an engaging opportunity to learn about their culture.

These activities include the annual Open House where parents and teachers can establish an open line of communication, the annual Showcase where students and their families can come out to see the many extra-curriculars Deltona High School has to offer, and the extra-curriculars themselves.

We offer a plethora of athletic teams, including; volleyball, football, girls and boys basketball, boys and girls soccer, boys golf, girls tennis, cheerleading, girls flag football, softball, girls and boys weightlifting, wrestling and baseball. Additionally, we have a number of opportunities for students to participate in clubs and organizations, these include; DECA,

HOSA, FFA, JROTC, SGA, MAT, NHS, NEHS, Rho Kappa, ECO, SETA, KIVA, Model UN, Key Club, Academic Team, AVID, Chefs Club, FCCLA, Junior Achievement, Science Olympiad, Project 7, FIT Club, HOWL, FCA, Anime Club, Band, and Chorus.

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

At each orientation and throughout the year, students are made aware of the Deltona High School Kindness Program on campus. As part of that message, students are informed of the "Bully Harassment" forms made available in the office if a student feels he or she is being made uncomfortable in any way. Quick action is taken to ensure all parties are met with and the issue is discussed, then resolved. We rely on the school counselors, the office of conduct management, and our school resources officer to lend a hand and an ear in these matters. A number of teachers on campus, who are trained to pick up on behaviors that reflect a student's well being, often open their rooms to students before and after school to ensure everyone feels they have a safe place no matter what time of day they are on campus. Extra-curriculars promote and foster safe places where students can express themselves and feel a part of something special. All of these steps taken to ensure student safety are overseen by our campus administrative team who offers school-wide supervision before school, between and during classes as well as during lunch and after school. We encourage students to report bullying by making use of the crime stoppers network and anonymous bully reporting form. These are reviewed and addressed as they are filled in and filed with the office. There is a feeling of safety as a result of the many precautions our staff takes for the sake of all students.

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

The teachers are the primary set of eyes that can aid in minimizing distracting behaviors. This begins with effective classroom management. As part of the new teacher initiation, all beginning educators must complete a classroom management course known as CHAMPS. This course offers alternative ways to engage students and diffuse disruption.

Other faculty training is offered on discipline and the Deltona High School Four Step Process. The Four Step requires teachers to work closely with students and parents before sending students to the conduct management office for level 1 offences. Teachers know that an infraction requiring additional attention outside of the classroom will be handled efficiently and effectively by our conduct management staff. We explain this to our students at the grade level orientation and continually reiterate the structure and its importance throughout the year. This includes general behavior guidelines and student expectations.

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

Teachers are specialized in identifying key words and phrases, as well as alarming behaviors, that may alert them to the additional needs of their students. This can be academic intervention based on a diagnosed disability or a more involved need that requires the attention of guidance. In this event, teachers have been informed of the process which requires them to first inform the counselor. The counselor then has several routes to consider based on the student and the outcome of family involvement. These options involve initiating a PST (problem solving team) recommendation and arranging for regular meetings with the PST members. It may require a more formal recommendation with the school psychologist or a behavioral specialist, in which case our counselors have the training to make the best, most informed decision and begin the process on the student's behalf.

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).

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

Deltona High School MTSS works to develop effective and applicable academic and behavioral support for our students. The MTSS implements the RtI process in tandem with the EWS's to ensure that students who are exhibiting declining academic or behavioral actions with the correct level of support. The Multi-Tiered System provides a variety of levels of intervention allow for students, parents, teachers, and other school based personnel to work in a collaborative and effective fashion. Data indicates that 15.45% percent of students display exhibit early warning indicators.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school improvement plan is data driven, using information obtained through classroom testing, DIA's, FSA's, PSAT's, SAT's, ACT's, discipline records, and attendance records. This information will be examined by the MTSS, who will work to ensure that the appropriate resources are being allocated to meet student needs.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Deltona High School is committed to maintaining open and productive conversations with the families of our school students. To encourage parents to attend Open House, we encouraged first period teachers to provide notice to their students and their families by calling their first period students' homes. This lends a likelihood that every parent will be contacted with the information to attend our annual Open House. This meeting between teachers and parents sets the stage for the coming year as an understanding of the course work is explained and questions are addressed. We also invite parents out to Academic Nights where we showcase our academic programs that students are participating in on campus. In addition parents are invited and encouraged to participate in several organizations that work to nurture the school-family connection, including SAC (School Advisory Council) and our PTSA (Parent, Teacher, Students Association). We inform our parents of each of these events and opportunities via Blackboard Connect messages that call all numbers on file and our quarterly newsletter that is distributed. In terms of students performance, we invite parents to make use of our online grading system (VIMS) and send notice when progress reports are distributed. When something needs to be discussed regarding these matters, conferences are encouraged and teachers are invited and encouraged to be in attendance. This discussion often allows individual needs to be addressed and the path to success to be more brightly lit.

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

Deltona High School realizes the importance of community involvement for success of any kind to be truly a collective effort. Knowing the work of community members and the profession of education, we assist local schools - Daytona State College, Bethune-Cookman University and Stetson University - in preparing their students for real world teaching by allowing a shadow opportunity. Not only is Deltona High School committed to the success of future teachers and the community, it is also committed to our own students and thus, we provide a number of volunteer opportunities for our students in the communities. We prepare them with a course in volunteering and encourage their participation with several local business, many of whom we work with as partners. We have a wide variety of business partners and are quickly expanded our partnerships with businesses throughout the community. These businesses continually help to support our school needs and aid our students in the development of professional, interpersonal, and social skill development. The school PTSA works diligently to nurture these partnerships in tandem with the efforts of school based initiatives to incorporate community involvement. Many of our teams and clubs rely on these partnerships as a means to help find their activities. A number of them host a "Spirit Night" in which a percentage of proceeds is invested back to the program at the school. In an effort to build and sustain these relationships, we invite a number of guest speakers to participate in classroom opportunities and share with the students both their knowledge and their time to assist in student developed expertise.

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).

School Leadership Team

Membership:

Name	Title
Carbonell, Carolyn	Principal
McElhaney, Samantha	Teacher, K-12
Baxter, Jayne	Assistant Principal
Hughes, Jenny	Assistant Principal
Longfellow, Stephanie	Teacher, K-12
Reischman, Leigh	Dean
Bradham, Mark	Teacher, K-12
Sterrett-Pegg, Judy	Instructional Coach
Broomall, Chris	Instructional Coach
Lapnow, Christina	Assistant Principal
Lastowski, Jennifer	Instructional Coach

Duties

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

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

Academic Leadership Team (ALT): Team members provide core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

Select Core Education Teachers: 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: (included are co-teacher, support facilitator and consultation teachers)

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

Deltona High School followed the 8 step process. First we reviewed our A.M.O. data and identified literacy as a school-wide concern, both reading and writing. Next we reviewed possible barriers and resources. We selected a topics that allowed for alterable curriculum, instruction, and educational environment. We prioritized action step and implementation, monitoring and review for fidelity. This process involved administration, faculty and the SAC. The Reading Coach and the School Leadership team will provide comprehensive staff development and intervention for the purpose of raising reading skills, test scores and the school graduation rate.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Student
Carolyn Carbonell	Principal
Lt. Col. Moore-Lobaan	Teacher
Kate Noboa	Parent
Leigh Reischmann	Teacher
John Clark	Teacher
Deborah Beavers	Teacher
Pamela Gilbert	Parent
Socorro Calkins	Education Support Employee
Scott Leisan	Business/Community
Christina Lapnow	Principal
Amy Wilder	Parent

Duties

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

Evaluation of last year's school improvement plan

At the October SAC meeting, Administration will presented the AMO data related to students performance on all state-wide exams.

Development of this school improvement plan

The SLT committee reviewed data and implemented the 8 step planning and problem solving process. After working through this process it was determined that our focus would be on applying high impact strategies to imporve questioning, classroom engagement, and commone assessments within the PLC framework. The SAC committee will review the SIP and provide additional recommendation.

Preparation of the school's annual budget and plan

This year, DHS has received over \$9,000 in SAC funds. These funds will be made available to all teachers in the form of SAC grants. Teachers will be required to submit SAC grants in person and explain how the grant works to meet the need of the SIP.

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

School improvement funds were used to implement the School Improvement Plan, however, the funds were extremely limited. Several mini-grants were allocated in increments to help with books, workshops and other classroom based resources.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
	Assistant Principal
Bradham, Mark	Teacher, K-12
Jones, Tamarah	Teacher, K-12
Burgess, Mark	Teacher, K-12
Moore-Lobban, Alvesta	Teacher, K-12
Norcia, Mary Jo	Teacher, K-12
Ramirez, Petra	Teacher, K-12
Tilford, Mary	Teacher, ESE
Sterrett-Pegg, Judy	Instructional Coach
Gawriluk, Vicky	Teacher, K-12
Carbonell, Carolyn	Principal
Dickenson, Sharon	Teacher, K-12
Rodriguez, Danny	Teacher, K-12
Ramer, Chris	Teacher, K-12
Beavers, Deb	Teacher, K-12
Pereles, Angelica	Teacher, K-12
Hook, Karen	Teacher, ESE
Baxter, Jayne	Assistant Principal
Hughes, Jenny	Assistant Principal
Reischman, Leigh	Dean
Edwards, Quinetta	Dean
Cowan, Ky	Dean
Smith, Rodney	Assistant Principal
Lastowski, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The overall goal of the Literacy Team is to “create a capacity for reading knowledge within the school” and to ensure that Literacy is everyone’s job. At the beginning of each year, the Literacy Team sets goals aligned with the School Improvement Plan, identified department needs, district priorities, and student achievement data. They survey the faculty as needed and seek input from teachers. For 2015-16 the team will be focusing on selected Florida Standards across the curriculum with some added guidelines for implementation. At the beginning of each year, the Literacy Leadership Team (LLT) sets goals aligned with the School Improvements Plan, identified department needs, district priorities, and student achievement data. They survey the faculty as needed and seek input from teachers. For 2015-16 the team will be focused on three literacy shifts: Building knowledge through content-rich nonfiction, regular practice with complex text and its academic language, and reading, writing, and speaking grounded in evidence from text, both literary and informational. In order to help guide the teachers in addressing these standards the following implementation guidelines were included; Students will learn and consistently use reading, writing and speaking strategies throughout the year. It is expected that these standards will be taught and the implementation plan follow in every classroom as appropriate to the content area. We will also continue to assist teachers in improving their instruction in both academic and content area vocabulary. This will be accomplished through the use of appropriately chosen and implemented instructional strategies, the use of graphic organizers, and the use of academic word walls.

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).

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

Deltona High School has monthly department, ALT, SLT, school counseling, academic team, coaches meetings, and department meeting to disseminate information and share best practices. These meetings are in addition to the PLC working meetings each grade level team schedules. There is a minimum requirement to meet once a week, but often our teams meet several days at lunch or after school to address planning, differentiation, content and academic vocabulary, text based writing ideas, etc. There are arranged data days that allow teachers to review performance criteria and scores of students. This work enriches the instruction the students receive and the conversations about scoring lends to teacher's developed understanding of the shared process. Professional development is offered through the district and, for some courses, department members are encouraged to attend together in order to return with a lesson or activity they can share with their colleagues and implement with their students. On campus, we have several academic coaches that assist with the development of reading and writing and help to clarify student needs and instructional practice not just for new teachers, but for veterans as well. This system ensures that teachers always have a resource and a sounding board for new ideas. PARS (peer assistance reviewers) are assigned to each new teacher who help with classroom implementation of shared best practices and behavior management. The opportunities allow teachers time to work alongside their colleagues to build a positive morale and to build their collaborative network of planning and instruction.

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

Deltona High School works in conjunction with Volusia County School to interview and hire quality teaching applicants. Administration also works with Daytona State College, Stetson University, and Bethune-Cookman University to recruit qualified college graduates. Once hired, administration maintains monthly "New Teacher" meetings to answer questions and support new educators at Deltona High School. Also, the administrative staff at Deltona High School uses the Volusia System for Empowering Teachers (VSET) to monitor and provide regular feedback to all new teachers.

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

The mentoring program at Deltona High School pairs new teachers with the department chairs to offer daily support regarding lesson plans, attendance, grading programs, discipline, and assessments. In addition, Deltona participates in the E3Y2 program which pairs skilled veteran teachers with second year teachers who are working on finding their solid footing. Lead mentors are identified and assigned by the School Building Leader and the Professional Development office at the county. Adhering to their guidelines and requirements, second year teachers meet with their mentors to ensure success for the school year. This is all in addition to the county appointed PAR for year 1 teachers, which is a mentoring program of the district. Deltona also has Professional Learning Communities (PLCs) that meet at least twice a month to help aid new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Deltona High School works in conjunction with the Volusia County School curriculum staff to ensure that the core instructional programs and materials align with Florida Standards. This alignment begins with textbooks and resource materials that are purchased from the Florida book depository that are written and address the standards. The design of the district curriculum maps are completed by teachers under the district leadership team.

Instructional Strategies

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

In reviewing data and student need, Deltona High School is committed to the work needed to ensure student success. As a result of that initiative, we have developed several programs that allow for the added instruction and time that students need. We schedule our struggling readers with an Intensive Reading course which accesses the READ 180 program, and we encourage additional tutoring as the students, and the teachers, deem necessary. These tutor sessions can occur at lunch, before school or after school. Teachers are encouraged to assist students who have fallen behind, did not attain a skill, or have not mastered a concept. Tutoring may not be enough for some students, we realize, so a number of other means are utilized to ensure student success. Online resources we have include a school subscription to USA Test Prep which prepares students for tests like the SAT and ACT, and assists in the development of higher level thinking. There is also a boot camp opportunity for students who have yet to pass the state standardized testing for graduation. This is available several weeks out of the year at lunch and after school. In addition, some students are placed in co-taught classrooms where an extra adult is present to assist in learning new skills in a smaller setting, as needed by the student. Many students with IEP's and other accommodations benefit from this classroom structure as they are able to slow down and ask questions of the co-teacher while the others work ahead with the core teacher. For the students who still find they need more time or the ability to work at their own pace, we offer and support programs such as virtual school and credit retrieval. Most recently, we added blended courses to our curriculum which allows students face to face time in addition to online self paced learning.

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: Extended School Day

Minutes added to school year: 0

Deltona High School believes in daily intervention. This process provides time for students to complete missing assignments, work in groups to assist on missing skills, reteach and retake formative and summative assignment, and work one-on-one with the teacher. Tutoring also permits the opportunity for students to receive enrichment activities and accelerate in the curriculum.

Strategy Rationale

Allowing for intervention and remediation during the school day provides the opportunity for all students to participate in the process. Any program that requires before or after school participation does not allow for our large busing population to attend due to transportation. Offering the intervention on a daily basis also creates the opportunity for the teachers to work with all students and cater to their specific needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Carbonell, Carolyn, cscarbon@volusia.k12.fl.us

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

Monitoring of student grades and DA scores

Student Transition and Readiness

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).

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

Deltona High School planned and implemented the Freshman Transition Program. This pilot program, allowed for only the incoming 9th grade students to attend the first day of school, delaying the school start date of upper classman by one day. Bringing the freshman students in a day early allowed them gain valuable information regarding the campus, academic expectations, school culture, study skills, and school activities and programs. Evidence shows that the transition from 8th to 9th grade can be one of the most challenging shifts for students. This program was designed to help students better matriculate from middle to high school. Early evidence indicates that this pilot program was a success. The Freshman Transition Committee, Administration, and the SLT will continue to track the 9th graders progress to determine if there is a lasting effect.

Additionally, each year as students arrive at Deltona, they are convened as a grade level cohort for a back to school assembly, reminding them of policies which stand from the previous year and informing them of the new. For the freshmen who have gathered from, perhaps, various middle schools, the assembly is a bit more of a welcome and a general introduction. Using data, these students - freshmen and upper class-men alike, are placed in classes most fitting to their skill level and interests. These interest are gauged at the end of each school year when students have the

opportunity to schedule courses for the following year. These courses include Advanced Placement options, AVID courses, and even the option for Dual Enrollment. Several college days and recruiter visits are arranged for the upperclassmen to assist in determining their future plans. In addition, SAT and ACT testing is encouraged, beginning with the PSAT in 10th grade and continually encouraged in the 11th and 12th grade courses. Some teachers even volunteer their time to prepare the students for these tests by guiding them through the SAT guide book and providing a course in test taking skills.

College and Career Readiness

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

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. Every year, after state mandated testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

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. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

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 the school and district level:

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- Making High School Count Programs
- Making College Count Programs
- College Tours
- College Rep Visits
- * College Prep English Class for Juniors and Seniors

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

According to the High School Feedback Report, Deltona High School is scoring below the district and the state on the standardized Florida state assessment. This year, we have taken action to ensure a more formidable approach, involving all teachers on campus to incorporate more refined practice in the skills of reading and writing to the text. This being a fundamental skill required for successful

performance, the school has made this mission its focus this year. The embedded critical thinking and close reading it will instill will better assist the more than 50% of our student population will be going on to the post-secondary level. As of this latest report, we exceed the state and district in that number and therefore, want to ensure their future success as they embark on that endeavor. As of now, 71% of our graduates at public post-secondary institutions are scoring a 2.0 or better. The steps we are taking to effect a more rigorous curriculum for these students will allow this number to be even greater in years to come. We are also, as school, embracing the college board's open enrollment for students who wish to push themselves academically by taking on the challenges of an AP course so that no student is limited in their opportunities. This will allow for a marked improvement in our percentages of students enrolling in these advanced classes and will, again, better prepare them for the rigor of post-secondary level coursework.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the Deltona High School family implements a collaborative and data driven focus, applying high impact strategies through improved lesson design: questioning, classroom engagement, and common assessment within their PLC's and through school focused professional development, then student achievement and culture will improve.

Strategic Goals Detail

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

G1. If the Deltona High School family implements a collaborative and data driven focus, applying high impact strategies through improved lesson design: questioning, classroom engagement, and common assessment within their PLC's and through school focused professional development, then student achievement and culture will improve. 1a

G068821

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
ELA Achievement District Assessment	51.0
Algebra I FSA EOC Pass Rate	55.0

Resources Available to Support the Goal 2

- Training, coaches, Administration, County Staff, SLT, ALT, professional development, technology, data, curriculum maps, community members

Targeted Barriers to Achieving the Goal 3

- Inadequate time to effectively meet as PLC's

Plan to Monitor Progress Toward G1. 8

We will conduct data analysis with PLC's and the support of administration and coaches. Additionally, we will monitor state assessments and the graduation rate to ensure our goals are met.

Person Responsible

Carolyn Carbonell

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Agendas and meeting minutes, student performance data, state assessment data, and graduation rate data.

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. If the Deltona High School family implements a collaborative and data driven focus, applying high impact strategies through improved lesson design: questioning, classroom engagement, and common assessment within their PLC's and through school focused professional development, then student achievement and culture will improve. **1**

 G068821

G1.B1 Inadequate time to effectively meet as PLC's **2**

 B178834

G1.B1.S1 We will work to determine opportunities for PLC's to meet regularly. **4**

 S190197

Strategy Rationale

Action Step 1 **5**

Bi-monthly staff development

Person Responsible

Carolyn Carbonell

Schedule

Every 6 Weeks, from 9/16/2014 to 5/20/2015

Evidence of Completion

Administrations will monitor attendance of all faculty and review sign-in sheet to ensure training participation.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration oversight of PLC meeting, department meeting and regular classroom visits

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Agenda, notes and VSET records.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will monitor district assessments, graduation rate, PLC agendas and meetings, and classroom observations.

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

District assessments, graduation rates, VSET observations, meeting agendas and minutes

G1.B1.S2 Through the use of classroom visits as implemented in the VSET process, administrators will regularly visit each classroom, PLC meeting, and department meeting to ensure implementation of high impact strategies. Additionally, Deltona High School will implement learning walks. 4

 S190198

Strategy Rationale

Action Step 1 5

Classroom observations

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

VSET observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observations

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

VSET observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Debriefings

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Agenda and meeting notes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Bi-monthly staff development	Carbonell, Carolyn	9/16/2014	Administrations will monitor attendance of all faculty and review sign-in sheet to ensure training participation.	5/20/2015 every-6-weeks
G1.B1.S2.A1	Classroom observations	Carbonell, Carolyn	9/19/2014	VSET observations	5/29/2015 weekly
G1.MA1	We will conduct data analysis with PLC's and the support of administration and coaches. Additionally, we will monitor state assessments and the graduation rate to ensure our goals are met.	Carbonell, Carolyn	9/16/2014	Agendas and meeting minutes, student performance data, state assessment data, and graduation rate data.	6/5/2015 monthly
G1.B1.S1.MA1	We will monitor district assessments, graduation rate, PLC agendas and meetings, and classroom observations.	Carbonell, Carolyn	9/16/2014	District assessments, graduation rates, VSET observations, meeting agendas and minutes	6/5/2015 weekly
G1.B1.S1.MA1	Administration oversight of PLC meeting, department meeting and regular classroom visits	Carbonell, Carolyn	9/16/2014	Agenda, notes and VSET records.	6/5/2015 weekly
G1.B1.S2.MA1	Debriefings	Carbonell, Carolyn	9/19/2014	Agenda and meeting notes.	5/29/2015 weekly
G1.B1.S2.MA1	Observations	Carbonell, Carolyn	9/19/2014	VSET observations	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If the Deltona High School family implements a collaborative and data driven focus, applying high impact strategies through improved lesson design: questioning, classroom engagement, and common assessment within their PLC's and through school focused professional development, then student achievement and culture will improve.

G1.B1 Inadequate time to effectively meet as PLC's

G1.B1.S1 We will work to determine opportunities for PLC's to meet regularly.

PD Opportunity 1

Bi-monthly staff development

Facilitator

Mrs. Carbonell, Mrs. Baxter, Mrs. Lapnow, Mrs. Reischmann, Mrs. Sterrett-Pegg, Mrs. Lastowski,
Mr. Broomall

Participants

Faculty

Schedule

Every 6 Weeks, from 9/16/2014 to 5/20/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Bi-monthly staff development	\$0.00
2	G1.B1.S2.A1	Classroom observations	\$0.00
Total:			\$0.00