

Volusia County Schools

Deland High School



2015-16 School Improvement Plan

Deland High School

800 N HILL AVE, Deland, FL 32724

<http://delandhs.org/home.htm>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

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

*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

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

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.

School Environment

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, 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.

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 promotes 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.

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 minimizing 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.

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.

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

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
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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

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

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 get involved by becoming members of the School Advisory Committee and/or joining one of the many athletic booster clubs available. 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), ConnectEd messages by the principal, daily flyers, newsletters, on-site presentations, and other handouts sent home with students throughout the school year. Our school's mission and vision are always included on brochures, programs, and agendas presented to parents, community members, and business partners.

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

The school builds and sustains partnerships with the local community by holding such events as:

- 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

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.

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
Moyer, Mitchell	Principal
Scott, Carlos	Assistant Principal
Sojka, Michelle	Assistant Principal
Lucero, Mike	Assistant Principal
Israel, Archer	Instructional Coach
Gherst, Cheryl	Teacher, K-12
Gilbert, Thomas	Teacher, K-12
Moll, Lyvia	Teacher, K-12
Nehrig, Lisa	Teacher, K-12
Policke, Peter	Teacher, K-12
Davenport, Steve	Assistant Principal
Degirolmo, 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
Dorcy, Graye	Teacher, K-12
Conley, William	Teacher, K-12
Mitchell, Jennifer	Teacher, K-12

Duties

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, 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 Reading 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.

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 on the School Improvement Plan. Funds will be used to

purchase texts designed to help school leadership become aware of effective writing strategies that works across all content areas. Learned strategies will be shared with individual departments by each department chair. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Leslie LaRue- SAC Chairman	Parent
James Clayton- SAC Vice-Chairman	Parent
Amanda Tyler - Secretary	Parent
Mitch Moyer	Principal
Carlos Scott	Principal
Nancy Amiot	Education Support Employee
Sandra Bautista	Parent
Mendi Camacho	Teacher
Dr. Cathy Cortes	Parent
Nicholas Adams	Student
Tracy Foelker	Parent
Dorthy Gibson	Business/Community
Shannon Honeyager	Parent
Aimee Huddleston	Parent
Carrie Ludlow	Parent
Kimberly Martin	Parent
James Mize	Parent
Shelia Rees	Parent
Traci Tapp	Parent
Argentina Thompson	Business/Community
Suzanne Villalobos	Parent
Kathy Williams	Parent
Abigail DeNoyer	Student
Stacey Horn	Teacher
Luis Cortes	Student
Logan Taaffe	Student
Shelia Wilson	Parent
Deidre Jones	Parent
Laura Schachter	Parent
Alvin Gregg	Parent
Monica Hart	Parent
Steve Katz	Parent
Kelly Crump	Parent
Cindy Wolcott	Teacher
Angie Spriggs	Parent
Dana Kalkhoff	Parent
Audra Jolliffe	Parent
Pam Dean	Parent

Name	Stakeholder Group
Lauren LaRue	Student
	Student

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

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 will be 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 on 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.

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 2015 was used to host a data chat session focused on school performance data from state assessments during the 2014-2015 school year 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). Performance data for each assessment was generated by the State Department of Education. School Advisory Council members participated in the Step Zero Process and were asked to analyze and interpret the data to identify areas of focus for the 2015-2016 School Improvement Plan. SAC members worked in table groups of three. All table 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 the data given. At the September 3 SAC meeting, the committee engaged in collaborative groups to discuss ideas for creating new targets for the 2015-2016 SIP. Each group had a different task including describing how SAC funds were used in 2014-2015, inputting the names of SAC members into the SIP website, and reviewing school data to create improvement targets for the 2015-2016 school year. The October 1 School Advisory Council meeting consisted of an in-depth review of the plan developed with input from all stakeholders. The SAC engaged in an open discussion (i.e. public input), proceeded with a vote to accept the plan for submission to the Volusia County School Board.

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 the 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 Requests form explaining to the SAC how funding such initiatives will have a direct impact on student achievement. Funds Requests 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 fund).

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 2014-2015 School Improvement Plan. Each request is evaluated by the SAC and voted on for approval. The SAC voted and approved the following requests in 2014-2015:

1. The SAC allocated \$650.00 to each of the school's twelve departments. Each school department including Reading, Math, Science, Social Studies, International Baccalaureate, Media, Exceptional Student Education, Career Technology Education, Foreign Language, Fine Arts, and Language Arts collaborated and identified instructional needs and materials needed by students within their department that aligned to the goals of the School Improvement Plan. Teachers within each department were able to submit Funds Request Forms for approval by the SAC. Other approved funds requests for the 2014-2015 school year included \$200.00 to purchase materials, supplies and prizes for the school-wide Family Literacy Night, \$1,000.00 to have microscopes repaired in the Science department, \$2,040.00 was approved to fund 8th Hour Odyssey (after school lab focused on allowing seniors students to work to complete needed courses for graduation), \$550.00 was allocated to purchase new novel for the Language Arts department, and \$350.00 was allocated to purchase Electric Scales for Biology teachers in the science department.

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
Israel, Archer	Instructional Coach
Degiroolmo, Mike	Assistant Principal
Scott, Carlos	Assistant Principal
Michaels, Steve	Guidance Counselor
Butchart, Shelia	Instructional Media
Nehrig, Lisa	Instructional Media
Neisler, Kyle	Teacher, K-12
Jones, Marlo	Teacher, K-12
Scarborough, Renee	Teacher, K-12
Gleason, Heather	Teacher, K-12
Weyler, Marsha	Teacher, K-12
Wensel, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 continue our school-wide writing, questioning and discussion techniques, and assessment design initiatives. The Academic Coach is responsible for providing PD 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 Media Specialist 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, all students will be invited 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.

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

DeLand High administration and school leadership teachers work to build positive relationships between 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.

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 monthly PLCs to review formative 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 academic 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.

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 around campus in an effort to familiarize them with the campus, classrooms, and facilities 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, departmental goals, available teacher materials, and school-wide policies and procedures. Teachers interested in improving their skills 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 to serve on the School Advisory Council, on our Leadership Team, and as a representative to our 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 the administration staff works to make sure all teachers receive on-site Professional Development training focused on identifying and implementing effective teaching practices to impact student achievement. Recent Professional Development trainings have centered around implementation of the Common Core State Standards.

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

DeLand High's mentoring program consist of Assistant Principal, Michelle Sojka, the administration team, and school department chairs assisting all first-year teachers as they become familiar with the DeLand High school community. At the start of the 2015-2016 school year, all first-year teachers were pair with a veteran DeLand High teacher as part of our New Teacher Mentor Program. New teachers and teacher mentors participated in group sessions during pre-planning to allow for bonding, collaboration and planning. Some new teachers have been paired with a district-assigned Peer Assistance and Review (PAR) Teacher as well. 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 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 of 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.

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

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 help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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

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 System (EWS) team or Problem-Solving Team (PST).

The use of instructional reviews and academic coaches 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.

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

Scott, Carlos, cmscott@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.

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

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 select and prerequisite expectations by school guidance counselors.

The Saturday before the first week of school, DeLand high host 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 are welcomed by club sponsors and organizational leaders who provide detail 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.

School-based clubs such 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.

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.

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

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 FCAT testing, students and parents participate in our registration process which expose them to next year's curriculum to inform their course selection. After registration, students and parents may meet with counselors to decide what classes will be taken. Students complete interest and career inventories to help them make informed decisions. Parents are invited to meetings and the final course selection is sent home for parent's signatures.

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:

The Academy of Building Construction

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)

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.

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

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:

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 DeLand High teachers improve the use of effective assessment design, and questioning and discussion techniques, then student achievement will increase.

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 DeLand High teachers improve the use of effective assessment design, and questioning and discussion techniques, then student achievement will increase. 1a

G068825

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
Algebra I EOC Pass Rate	70.0
Bio I EOC Pass	70.0
Geometry EOC Pass Rate	72.0
4-Year Grad Rate (Standard Diploma)	75.0
U.S. History EOC Pass	85.0

Resources Available to Support the Goal 2

- District curriculum maps aligned to Florida Standards/new Collections text.
- District/DHS Writing Coach
- District ELA teacher training to help implement use of new text.
- On-site Reading Coach
- School-based Professional Develop Days to meet school/teacher needs.
- Mentoring programs to engage and 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
- Allocated time for Professional Learning Communities
- Newly implemented common planning time for all content areas.

Targeted Barriers to Achieving the Goal 3

- Lack of teacher awareness of effective questioning strategies and discussion techniques
- Lack of Differentiated Instruction
- Teacher Assessment Design (Inability to measure desired outcomes for all students in relation to the Florida Standards)
- Limited teacher collaboration and networking outside of departments

Plan to Monitor Progress Toward G1. 8

Student Volusia Literacy Test data
Teacher created formative/summative assessment data
District SMT data
District Interim Assessment data

Person Responsible

Carlos Scott

Schedule

Quarterly, from 12/2/2015 to 6/7/2016

Evidence of Completion

VLT performance data, District SMT data, DIA data, walk-through evidence, Student performance data on teacher created formative/summative assessments.

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 DeLand High teachers improve the use of effective assessment design, and questioning and discussion techniques, then student achievement will increase. **1**

 G068825

G1.B1 Lack of teacher awareness of effective questioning strategies and discussion techniques **2**

 B178848

G1.B1.S1 Provide Professional Development trainings on Questioning and Discussion techniques **4**

 S190212

Strategy Rationale

To increase teacher awareness of specific questioning and discussion strategies as a means of increasing student understanding and engagement.

Action Step 1 **5**

Asking High Order Questions for Student Success (PD Training)

Person Responsible

Mitchell Moyer

Schedule

On 12/2/2015

Evidence of Completion

School PD agenda, SLAM writing strategy handout, sign-in sheets, classroom walk-throughs, observations

Action Step 2 5

Question Stems Framed Around Bloom's Taxonomy

Person Responsible

Schedule

On 11/4/2015

Evidence of Completion

Leadership meeting agendas, sign-in sheets, group projects/worksheets, observations

Action Step 3 5

Volusia Literacy Test (VLT) Instructional Support Strategies Training

Person Responsible

Carlos Scott

Schedule

On 9/17/2014

Evidence of Completion

District VLT trainings for grade level teams, sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data

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

Observations and walk-throughs to monitor classroom implementation
Volusia Literacy Test performance data
Florida Standards Assessment data
Classroom Observations

Person Responsible

Carlos Scott

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets, administration walk-through/observation schedules, teacher feedback, student work samples

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

Classroom observations and walk-throughs will be conducted daily by school administration team. Student Volusia Literacy Test performance data will be reviewed. Student writings will be evaluated by teachers and scored using VLT rubric.

Person Responsible

Carlos Scott


Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher Feedback, Teacher Lessons Plans, PLC minutes indicating use of Question Stems, VSET Observation Evidence/Ratings

G1.B1.S2 Provide Professional Development training on Socratic Seminar as a means of engaging students in more meaningful discussions. 4

 S190213

Strategy Rationale

Improve class discussions and student understanding of information presented or taught.

Action Step 1 5

DeLand High teachers will participate in a Socratic Seminar professional development training to help increase student engagement/discussion participation in the classroom.

Person Responsible

Carlos Scott

Schedule

On 12/2/2015

Evidence of Completion

PD Sign-in Sheets, Professional Development Implementation and Evaluation form

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

Teachers will be provided Socratic Seminar Discussion Guide to complete during Socratic Seminar student discussion. The guide will be turned in to the Department Chair. Classroom walk-throughs/observations will be conducted.

Person Responsible

Carlos Scott

Schedule

On 6/7/2016

Evidence of Completion

Lesson Plan books, Walk-through/Observation evidence, Socratic Seminar Discussion Guide

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

Implementation of Socratic Seminar Discussion Guide
Walk-throughs/Observations

Person Responsible

Carlos Scott


Schedule

Weekly, from 12/2/2015 to 6/7/2016


Evidence of Completion

Socratic Seminar Discussion Guide District's Evaluation and and Implementation form PD-Sign-in Sheets

G1.B4 Lack of Differentiated Instruction **2**

 B178851

G1.B4.S1 New Teacher Professional Development trainings on Differentiated Instruction through the use of the Gradual Release Model. **4**

 S190214

Strategy Rationale

Increase new teachers' understanding of differentiated instruction and provide methods to use for implementation.

Action Step 1 **5**

New teachers will attend scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model and Classroom Management best practices.

Person Responsible

Carlos Scott

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PD Sign-in sheets, handouts, exit tickets, completion surveys

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

Observations, classroom walk-throughs, instructional support from district content area specialists, PD participation

Person Responsible

Carlos Scott

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books, PD Sign-in Sheets

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

Observations, Walk-throughs, PLC discussions, School Leadership presentations, Teacher Surveys

Person Responsible

Carlos Scott

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books

G1.B6 Teacher Assessment Design (Inability to measure desired outcomes for all students in relation to the Florida Standards) 2

 B178853

G1.B6.S1 Common Assessment creation through the use of Professional Learning Communities 4

 S190215

Strategy Rationale

Increase the number of assessments measuring required standards for all students

Action Step 1 5

DHS teachers of the same course will engage in weekly PLC discussions to design common assessments.

Person Responsible

Carlos Scott

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes, VSET Observation evidence, Walk-through evidence, Copies of course assessments, Eduphoria data reports

Action Step 2 5

PD training on Kahoot.

Person Responsible

Carlos Scott

Schedule

On 9/21/2015

Evidence of Completion

PD Sign-in Sheets, PD Agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom observations, Walk-throughs, Attend PLC Meetings, PLC Data Chats with course teams, Review of Eduphoria Reports

Person Responsible

Carlos Scott

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC Minutes, Sample Assessments, Student Performance Data

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom observations and Walk-throughs

Person Responsible

Carlos Scott

Schedule

Weekly, from 9/22/2015 to 6/7/2016

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Attend PLC meetings, Review Assessments, Teacher Surveys, Review PLC Minutes,

Person Responsible

Carlos Scott

Schedule

On 6/7/2016

Evidence of Completion

PLC Minutes, Student Performance Data (through Eduphoria), Sample Assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Follow-up trainings

Person Responsible

Carlos Scott


Schedule

On 11/4/2015

Evidence of Completion

PD Sign-in Sheets and PD Agendas

G1.B13 Limited teacher collaboration and networking outside of departments **2**

 B178860

G1.B13.S1 Implement teacher team building activities to improve collaboration between all colleagues

4

 S190216

Strategy Rationale

Improve teacher relationships and collaboration to impact student success

Action Step 1 **5**

Bulldog Olympics: Games and Activities to promote school-wide collaboration.

Person Responsible

Carlos Scott

Schedule

Every 2 Months, from 9/21/2015 to 6/7/2016

Evidence of Completion

PD Sign-in Sheets, PD Agendas, Teacher/Administration Survey Results

Action Step 2 **5**

Provide Unconference PD

Person Responsible

Carlos Scott

Schedule

On 3/2/2016

Evidence of Completion

PD Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Bulldog Olympics PD

Person Responsible

Carlos Scott

Schedule

On 9/21/2015

Evidence of Completion

PD Sign-in Sheets and PD Agendas

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Unconference PD Training

Person Responsible

Carlos Scott

Schedule

On 3/2/2016

Evidence of Completion

PD Sign-in Sheets and PD Agenda, Teacher Survey

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

PLC Walk-throughs, PD participation observation

Person Responsible

Carlos Scott

Schedule

Weekly, from 9/21/2015 to 6/7/2016

Evidence of Completion

PLC Walk-through evidence, Team meeting notes

Appendix 1: Implementation Timeline

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

Volusia - 1453 - Deland High School - 2015-16 SIP
Deland High School

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	Asking High Order Questions for Student Success (PD Training)	Moyer, Mitchell	11/4/2015	School PD agenda, SLAM writing strategy handout, sign-in sheets, classroom walk-throughs, observations	12/2/2015 one-time
G1.B1.S2.A1	DeLand High teachers will participate in a Socratic Seminar professional development training to help increase student engagement/discussion participation in the classroom.	Scott, Carlos	12/2/2015	PD Sign-in Sheets, Professional Development Implementation and Evaluation form	12/2/2015 one-time
G1.B4.S1.A1	New teachers will attend scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model and Classroom Management best practices.	Scott, Carlos	8/24/2015	PD Sign-in sheets, handouts, exit tickets, completion surveys	6/7/2016 monthly
G1.B6.S1.A1	DHS teachers of the same course will engage in weekly PLC discussions to design common assessments.	Scott, Carlos	8/24/2015	PLC minutes, VSET Observation evidence, Walk-through evidence, Copies of course assessments, Eduphoria data reports	6/7/2016 weekly
G1.B13.S1.A1	Bulldog Olympics: Games and Activities to promote school-wide collaboration.	Scott, Carlos	9/21/2015	PD Sign-in Sheets, PD Agendas, Teacher/Administration Survey Results	6/7/2016 every-2-months
G1.B1.S1.A2	Question Stems Framed Around Bloom's Taxonomy		10/7/2015	Leadership meeting agendas, sign-in sheets, group projects/worksheets, observations	11/4/2015 one-time
G1.B6.S1.A2	PD training on Kahoot.	Scott, Carlos	9/21/2015	PD Sign-in Sheets, PD Agendas	9/21/2015 one-time
G1.B13.S1.A2	Provide Unconference PD	Scott, Carlos	3/2/2016	PD Sign-in Sheets	3/2/2016 one-time
G1.B1.S1.A3	Volusia Literacy Test (VLT) Instructional Support Strategies Training	Scott, Carlos	9/17/2014	District VLT trainings for grade level teams, sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data	9/17/2014 one-time
G1.MA1	Student Volusia Literacy Test data Teacher created formative/summative assessment data District SMT data District Interim Assessment data	Scott, Carlos	12/2/2015	VLT performance data, District SMT data, DIA data, walk-through evidence, Student performance data on teacher created formative/summative assessments.	6/7/2016 quarterly
G1.B1.S1.MA1	Classroom observations and walk-throughs will be conducted daily by school administration team. Student Volusia Literacy Test performance data will be reviewed. Student writings will be evaluated by teachers and scored using VLT rubric.	Scott, Carlos	8/24/2015	Teacher Feedback, Teacher Lessons Plans, PLC minutes indicating use of Question Stems, VSET Observation Evidence/Ratings	6/7/2016 daily
G1.B1.S1.MA1	Observations and walk-throughs to monitor classroom implementation Volusia Literacy Test performance data Florida Standards Assessment data Classroom Observations	Scott, Carlos	8/24/2015	Sign-in sheets, administration walk-through/observation schedules, teacher feedback, student work samples	6/7/2016 daily
G1.B4.S1.MA1	Observations, Walk-throughs, PLC discussions, School Leadership presentations, Teacher Surveys	Scott, Carlos	8/24/2015	Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books	6/7/2016 weekly
G1.B4.S1.MA1	Observations, classroom walk-throughs, instructional support from district content area specialists, PD participation	Scott, Carlos	8/24/2015	Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books, PD Sign-in Sheets	6/7/2016 weekly
G1.B6.S1.MA1	Attend PLC meetings, Review Assessments, Teacher Surveys, Review PLC Minutes,	Scott, Carlos	8/24/2015	PLC Minutes, Student Performance Data (through Eduphoria), Sample Assessments	6/7/2016 one-time
G1.B6.S1.MA4	Follow-up trainings	Scott, Carlos	11/4/2015	PD Sign-in Sheets and PD Agendas	11/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1	Classroom observations, Walk-throughs, Attend PLC Meetings, PLC Data Chats with course teams, Review of Eduphoria Reports	Scott, Carlos	8/24/2015	PLC Minutes, Sample Assessments, Student Performance Data	6/7/2016 daily
G1.B6.S1.MA3	Classroom observations and Walk-throughs	Scott, Carlos	9/22/2015	Student Assessments	6/7/2016 weekly
G1.B13.S1.MA1	PLC Walk-throughs, PD participation observation	Scott, Carlos	9/21/2015	PLC Walk-through evidence, Team meeting notes	6/7/2016 weekly
G1.B13.S1.MA1	Bulldog Olympics PD	Scott, Carlos	9/21/2015	PD Sign-in Sheets and PD Agendas	9/21/2015 one-time
G1.B13.S1.MA2	Unconference PD Training	Scott, Carlos	3/2/2016	PD Sign-in Sheets and PD Agenda, Teacher Survey	3/2/2016 one-time
G1.B1.S2.MA1	Implementation of Socratic Seminar Discussion Guide Walk-throughs/ Observations	Scott, Carlos	12/2/2015	Socratic Seminar Discussion Guide District's Evaluation and and Implementation form PD-Sign-in Sheets	6/7/2016 weekly
G1.B1.S2.MA1	Teachers will be provided Socratic Seminar Discussion Guide to complete during Socratic Seminar student discussion. The guide will be turned in to the Department Chair. Classroom walk-throughs/observations will be conducted.	Scott, Carlos	12/2/2015	Lesson Plan books, Walk-through/ Observation evidence, Socratic Seminar Discussion Guide	6/7/2016 one-time

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 DeLand High teachers improve the use of effective assessment design, and questioning and discussion techniques, then student achievement will increase.

G1.B1 Lack of teacher awareness of effective questioning strategies and discussion techniques

G1.B1.S1 Provide Professional Development trainings on Questioning and Discussion techniques

PD Opportunity 1

Asking High Order Questions for Student Success (PD Training)

Facilitator

Lori Wickham (District/DHS Writing Coach)

Participants

Instructional staff, coaches and administration

Schedule

On 12/2/2015

PD Opportunity 2

Question Stems Framed Around Bloom's Taxonomy

Facilitator

Carlos Scott

Participants

Leadership team, instructional staff and administration

Schedule

On 11/4/2015

PD Opportunity 3

Volusia Literacy Test (VLT) Instructional Support Strategies Training

Facilitator

Tracy Blinn Secondary Reading/Language Arts TOA

Participants

All English teachers (1-4) English 4: FI College Prep

Schedule

On 9/17/2014

G1.B1.S2 Provide Professional Development training on Socratic Seminar as a means of engaging students in more meaningful discussions.

PD Opportunity 1

DeLand High teachers will participate in a Socratic Seminar professional development training to help increase student engagement/discussion participation in the classroom.

Facilitator

Carlos Scott Lindsay Brinkmann

Participants

Faculty, Administration, Instructional coaches

Schedule

On 12/2/2015

G1.B4 Lack of Differentiated Instruction

G1.B4.S1 New Teacher Professional Development trainings on Differentiated Instruction through the use of the Gradual Release Model.

PD Opportunity 1

New teachers will attend scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model and Classroom Management best practices.

Facilitator

Carlos Scott, Michelle Sojka, Christopher Dowdell

Participants

Teachers, Administration, and Instructional Coaches

Schedule

Monthly, from 8/24/2015 to 6/7/2016

G1.B6 Teacher Assessment Design (Inability to measure desired outcomes for all students in relation to the Florida Standards)

G1.B6.S1 Common Assessment creation through the use of Professional Learning Communities

PD Opportunity 1

PD training on Kahoot.

Facilitator

Justin Wetter Lindsay Brinkmann Steven Foxworth Valarie Goldy

Participants

Instructional Staff and Administration

Schedule

On 9/21/2015

G1.B13 Limited teacher collaboration and networking outside of departments

G1.B13.S1 Implement teacher team building activities to improve collaboration between all colleagues

PD Opportunity 1

Bulldog Olympics: Games and Activities to promote school-wide collaboration.

Facilitator

Carlos Scott/Mendi Camacho

Participants

Faculty, Administration, Instructional Coaches

Schedule

Every 2 Months, from 9/21/2015 to 6/7/2016

PD Opportunity 2

Provide Unconference PD

Facilitator

Meg Roa

Participants

Faculty, Administration, Instructional Coaches

Schedule

On 3/2/2016

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	Asking High Order Questions for Student Success (PD Training)	\$0.00
2	G1.B1.S1.A2	Question Stems Framed Around Bloom's Taxonomy	\$0.00
3	G1.B1.S1.A3	Volusia Literacy Test (VLT) Instructional Support Strategies Training	\$0.00
4	G1.B1.S2.A1	DeLand High teachers will participate in a Socratic Seminar professional development training to help increase student engagement/discussion participation in the classroom.	\$0.00
5	G1.B13.S1.A1	Bulldog Olympics: Games and Activities to promote school-wide collaboration.	\$0.00
6	G1.B13.S1.A2	Provide Unconference PD	\$0.00
7	G1.B4.S1.A1	New teachers will attend scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model and Classroom Management best practices.	\$0.00
8	G1.B6.S1.A1	DHS teachers of the same course will engage in weekly PLC discussions to design common assessments.	\$0.00
9	G1.B6.S1.A2	PD training on Kahoot.	\$0.00
Total:			\$0.00