Deltona High School

2016-17 Schoolwide Improvement Plan

Deltona High School

100 WOLF PACK RUN, Deltona, FL 32725

http://dhswolves.com/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	B

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Deltona High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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."

2. School Environment

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

The faculty and staff at Deltona High School is extremely invested in retaining a school culture that promotes and builds relationships between all stakeholders. One of the most important relationship to cultivate is the relationship between the student body and faculty that encompasses a respect appreciation of students' cultures and beliefs. Our staff are widely trained and qualified in promoting individual needs and backgrounds of students in a variety of ways to help students succeed in the high school environment.

One of the ways we have encouraged and fostered these relationships is through our "New Deltona" push for a positive school and community culture. We, as DHS faculty, in conjunction with our student body, parents, and community stakeholders have worked to create a positive school climate for all. We have had a school campus cleanup, put up new signs and DHS flags along Wolf Pack Run and Howland, have painted and fixed up our hallways.

Deltona High School designed and implemented a Freshman Transition Pilot program called "WOW – Welcoming Our Wolves" 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, attended all of their classes, and attended their first DHS pep rally.

We also celebrate many backgrounds and heritages during events and celebrations throughout the year such as our "Hispanic Heritage Month" and "Black History Month".

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. Our DHS School Counseling team also puts together many parent and information nights throughout the year to encourage two-way communication regarding college and career services, high school success, and student health and well-being.

The newly implemented AWARE program (Advising Wolves and Reaching Excellence) is also a great way for our teachers and students to meet many times throughout the school year to progress monitor and individually touch base on success. Students have relationships with their 4th-period teacher and this added layer of support, encouragement, and communication is a great way to foster student success throughout all of high school.

The administrative staff, cognizant 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-curricular activities Deltona High School has to offer, and Freshman Orientation during the summer.

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 club, SETA, Key Club, Academic Team, AVID, Culinary Club, Science Olympiad, HOWL, FCA, Band, and Chorus.

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

Safety is the number one priority of each staff member at Deltona High School. All employees are trained in a variety of ways to ensure the safety and security of all students. At each orientation and throughout the year, students are made aware of the "Deltona High School Kindness Campaign" 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 campus advisors, 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-curricular activities and sports 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.

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

The Deltona Way is to ensure that bell to bell teaching of rigorous standards can take place each and every day. Our staff is trained on classroom expectations from the very beginning of the year to ensure that all classrooms have clear and consistent expectations. This occurs throughout the year during ERPLs, PLC time, and during our New Wolves meetings. 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.

Additional 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 offenses. 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.

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

The social and emotional needs of our students are met in a variety of ways throughout the year. Teachers are trained by the district and through the school in identifying keywords 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 exceptionality or a more involved need that requires the attention of guidance or a required call to a helpline. 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.

3. Early Warning Systems

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

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

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	44	15	21	139
One or more suspensions	0	0	0	0	0	0	0	0	0	69	36	23	18	146
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	107	78	32	16	233

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

The Deltona High School Improvement Plan is data-driven, using information collected through classroom data, DIA's, FSA's, PSAT's, SAT's, ACT's, discipline records, and attendance records. This information will be examined by the SAC, the SLT, the Administrative team, and all school staff to ensure that the appropriate resources are being allocated to meet student needs.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Family and community involvement is key to the success of Deltona High School. Each year, we make the commitment to maintaining open and productive conversations with the families of our school students. We attain this goal in a number of ways. This year, we added a new and improved Deltona High website. This provides parents and stakeholders insight into our school and into our individual teacher's classes. Each teacher has his or her own teacher page to upload important documents, lesson plans, and course syllabi for easy access.

Open House is also another example of two-way communication. To encourage participation in our Open House, our teachers called their first period students' parents to personally invite them to the event. 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). 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. We also have a monthly newsletter that is sent home and is posted on our website.

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.

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

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, UCF, 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.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Carbonell, Carolyn	Principal
Baxter, Jayne	Assistant Principal
Longfellow, Stephanie	Teacher, K-12
Bradham, Mark	Teacher, K-12
Sterrett-Pegg, Judy	Instructional Coach
Broomall, Chris	Instructional Coach
Lapnow, Christina	Assistant Principal
Lastowski, Jennifer	Instructional Coach
Cowan, Ky	Dean
Beavers, Deb	Teacher, K-12
Chase, Michael	Teacher, K-12
Grieve, Bobbie Jo	Teacher, K-12
Micallef, Michael	Assistant Principal
Lamplugh, Lisette	School Counselor
Robinson, Pamela	Assistant Principal

b. Duties

1. 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 and goal setting. She provides direction for professional learning and instructional focus. The role also includes chief communicator with all stakeholders through various means of delivery.
Administrative Team: Shares data, best practices, provides feedback and focus to classroom teachers and staff members.
School LeadershipTean: Team members provide instruction, participate in student data collection, and share in best practices at learning opportunities. Team members also share insight into goal setting and school focus.
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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Deltona High School followed the 8 step process this summer and then followed up with our full SLT, our School Advisory Council, and then our full staff. First, we reviewed our data to determine this year's focus. Next, we reviewed possible barriers and resources. We prioritized action step and implementation, monitoring and review for fidelity.

Resources:
Training, coaches, administration, county staff, SLT, ALT, professional development, technology, data, curriculum maps, community members

Targeted barriers:
Inadequate time to effectively meet as PLCs
Action steps:
Bi-monthly staff development

Plan to monitor progress:
We will conduct data analysis with PLCs and the support administration and coaches. Additionally, we will monitor state assessments and the graduation rate to ensure our goals are met.

Time as barrier:
First and Third Tuesday – after school professional learning - monitored
Teacher Duty Days- Department meeting
Second and fourth – after school PLCs – monitor
Preplanning – department and PLCs
Data Days – September and January (professional day)
Lunchtime PLCs

Professional Learning (ERPL)
- Training for Professional Development
- Shifts- standards referenced
- Classroom management
- Student Engagement
- Setting "Deltona Way" expectations
Feedback and monitoring
- Coaching
- Administration
- Learning Walks
- VSET observation
- Lesson plan
- Data notebook checks
- Lesson plan checks
- Learning walks
- Rubric

Time
Establish structured and identified time dedicated for teachers to meet within purpose driven PLCs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student
Carolyn Carbonell	Principal
Lt. Col. Moore-Lobaan	Teacher
John Clark	Teacher
Deborah Beavers	Teacher
Scott Leisan	Business/Community
Christina Lapnow	Principal
Amy Wilder	Parent
Betsy Ramos-Lugo	Parent
Tammy Pelphrey	Parent
Sandra Galuppo	Parent
Maria Ozuna-Bello	Parent
Bobbie Jo Grieve	Teacher
Tammy Soukup	Parent
Donesha Goodson Collado	Parent
Pamela Gilbert	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

During the September SAC meeting, Administration presented the school data based on the spring standardized assessments, behavioral and attendance data, the proposed school goal and targets.

b. Development of this school improvement plan

The SLT committee reviewed data and implemented the 8 step planning and problem solving process during the summer SLT workshop. After working through this process it was determined that our focus would be on applying high impact strategies to continue a rigorous data-driven focus by applying high impact strategies (including WICOR strategies) through comprehensive standards–based lessons within PLCs and school focused professional learning. The SAC committee and school staff at an ERPL day reviewed the SIP, the data, and the goals and provided additional insight and recommendations.

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

At the date this SIP was written, we had yet to receive SAC funds from the state. 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.

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

10/06/15 John Clark Science Olympiad $235.00
10/08/15 Maria O'Brien Makerspace Supplies $500.00
10/13/15 Farrah Johnson National FFA Convention $954.00
10/13/15 Alisha Kellett University of Florida Health Science Center $700.00
11/10/15 Teresa Snyder Alumni Day $100.00
11/10/15 Christopher Broomall Ti NSPIRE CX teacher pack $350.00
12/08/15 Christopher Broomall Navigator System $783.95
01/12/16 Su Edgar State Competiton Fees $1,820.00
01/12/16 Deb Beavers 50 TI-30xa Calculators $580.00
01/12/16 Maria O'Brien 3D Printer $1,500.00
01/12/16 Teresa Snyder SDD Graduations Cords $147.00
01/12/16 Alisha Kellett State Leadership Conference $1,000.00
02/09/16 Carolyn Carbonell Staff Recognition $222.27

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Chase, Michael	Teacher, K-12
Sterrett-Pegg, Judy	Instructional Coach
Carbonell, Carolyn	Principal
Baxter, Jayne	Assistant Principal
Cowan, Ky	Dean
Lastowski, Jennifer	Instructional Coach
Broomall, Chris	Instructional Coach
O'Brien, Maria	Teacher, K-12
Bradham, Mark	Teacher, K-12
Longfellow, Stephanie	Teacher, K-12
Micallef, Michael	Assistant Principal
Robinson, Pamela	Assistant Principal
Lamplugh, Lisette	School Counselor
Beavers, Deb	Teacher, K-12
Emerick Brown, Dylan	Teacher, K-12
Grieve, Bobbie Jo	Teacher, K-12
Lapnow, Christina	Assistant Principal

b. Duties

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

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. For 2016-17, 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. 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, including WICOR strategies for this school year. We will accomplish this in some of our upcoming ERPLs and learning opportunities.

D. Public and Collaborative Teaching

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

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

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 twice a month, 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.

Additional Activities and Initiatives to improve collaborative teaching:

Deltona High School ERPL focus on lesson design/high impact strategies

PLCs – with VSET feedback –twice a month

Additional professional learning opportunities - ERPL

New Wolves Meetings

Coaching Days – VSET administrators

New School Leadership Team (SLT) – teachers leaders in classrooms

Coaches working with PLCs and individual classroom teachers

Coaches and teachers working together to provide boot-camps, tutoring times, and interventions.

Peer tutoring

Data Days – English, Math, Science

AWARE program

Freshman Transition Program – WOW day

Instructional Notebooks

New and improved DHS website

New programs/academies in place for 2017-2018

Common planning/PLC classroom alignment – English/Math/Biology/US History

Data presentations

SLT Data Walks/ Learning Walks

2. 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 UCF, Daytona State College, Stetson University, and Bethune-Cookman University to recruit qualified college graduates. Once hired, administration maintains monthly "New Wolves" 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.

3. 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 and mentor teachers to offer daily support regarding lesson plans, attendance, grading programs, discipline, and assessments. This is in addition to the county appointed PAR for year 1 teachers, which is a mentoring program created by the district. Deltona also has Professional Learning Communities (PLCs) that meet at least twice a month to help aid new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

Deltona High is a data-driven school which utlilizes data is a number of ways. The first being our newly implemented "Data Analysis Sessions" with our faculty and staff. Last year, we began reviewing data at staff meetings and talking about the implications on our practice. We had SIP reviews as a team multiple times throughout the year and looked at not only state assessments, but behavioral, attendance, and classroom data, as well. Last year, we also implemented "Data Days" for our Literacy Department, Math Department, and Science Department that were lead by our instructional coaches. These days were used to go "in depth" with DIA data, SMT data, individual student data, and state standardized assessments. 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. There are also a boot camp opportunities throughout the year for students who have yet to pass the state standardized testing for graduation. This is available several weeks out of the year at lunch, after school, and some Saturdays. 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.

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

Strategy: 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

Strategy: Summer Program
Minutes added to school year:

Students may sign up to take summer remediation/boot camp/preparation courses for areas of Math and Science

Strategy Rationale

By providing additional time and remediation in the summer, students are more successful on retake assessments and in upcoming courses.

Strategy Purpose(s)
""

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

Assessment and classroom data

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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. 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 classmen 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.

b. College and Career Readiness

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

Deltona High offers a variety of strategies to advance college and career awareness. One of the most successful programs is our Health Academy that partners with dozens of businesses and health service partners to create a meaningful connection between the school, curriculum, and life in the health field. We also have many programs geared towards career readiness such as our Agriculture program, our Multimedia program, our Graphic Design program, and our Fashion and Marketing program.
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.

2. 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 our students receive certifications in CTE courses that they can apply in their prospective career fields and in college.

3. 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

- Health Services Academy
- Career programs - Agriculture, Multi-Media, Graphic Arts, Fashion and Marketing
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- College Tours
- College Rep Visits
* College Prep English Class for Seniors

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

According to the most up to date 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 through WICOR strategies, questioning strategies, high impact lesson planning, and applying the Florida Standards shifts.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If, collectively, DHS continues a rigorous data-driven focus by applying high impact strategies (including WICOR strategies) through comprehensive standards–based lessons within PLCs and school focused professional learning, then student achievement will increase in all content areas.

Strategic Goals Detail

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

G1. If, collectively, DHS continues a rigorous data-driven focus by applying high impact strategies (including WICOR strategies) through comprehensive standards–based lessons within PLCs and school focused professional learning, then student achievement will increase in all content areas. 1a

🔑 G083517

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Implementation of past "Professional Learning"

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coaches

- Colleagues

- Technology

- Professional Learning

- SLT/ALT/Admin teams

- Effective PLC teams

- Stakeholders

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Carolyn Carbonell

Schedule
Monthly, from 8/9/2016 to 8/31/2017

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, collectively, DHS continues a rigorous data-driven focus by applying high impact strategies (including WICOR strategies) through comprehensive standards–based lessons within PLCs and school focused professional learning, then student achievement will increase in all content areas. 1

🔑 G083517

G1.B2 Implementation of past "Professional Learning" 2

🔑 B221473

G1.B2.S1 Establish structured and identified time dedicated for teachers to meet within purpose driven PLCs 4

🔑 S233777

Strategy Rationale

Action Step 1 5

First and Third Tuesday of every month - after school professional learning

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

Evidence of Completion

Agendas and minutes/ time logs/ sign in sheets

Action Step 2 5

Second and Fourth Tuesday - PLCs

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

Evidence of Completion

Action Step 3 5

Teacher Duty Days- Department Meetings

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

Evidence of Completion

Action Step 4 5

Preplanning - Department and PLC meetings

Person Responsible

Schedule

Annually, from 8/30/2016 to 5/31/2017

Evidence of Completion

Action Step 5 5

Data Days- September and January

Person Responsible

Carolyn Carbonell

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Action Step 6 `5`

ERPL days

Person Responsible

Carolyn Carbonell

Schedule

Every 2 Months, from 9/21/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Collection of agendas/minutes/time logs/sign in sheets

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

Evidence of Completion

Administrative team will collect and provide feedback and monitoring on minutes and agendas after each PLC.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Domain Specific Walk-throughs and Learning Walks

Person Responsible

Carolyn Carbonell

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Coaches, Administrative Team, and SLT will conduct learning walks to collect data on implementation throughout the year.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

PLC rubric visitation and alignment by administrative team

Person Responsible

Schedule

On 9/5/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

SLT, Coaches, and Leadership Team feedback and notes

Person Responsible

Schedule

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

Evidence of Completion

Data and feedback will be collected throughout classroom visitation sessions.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Instructional Notebook and lesson plan checks

Person Responsible

Schedule

Semiannually, from 9/26/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data analysis - state standardized tests, classroom data, attendance data, and behavioral data

Person Responsible

Schedule

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

Evidence of Completion

Data will be collected and shared with staff, stakeholders, and leadership team to ensure effectiveness

G1.B2.S2 Develop knowledge and skills of instructional shifts and high impact strategies to improve teacher instruction `4`

🔧 S233778

Strategy Rationale

Action Step 1 `5`

In depth time provided at "Data Days" to look at Core Actions and Standards Shifts in ELA and Math

Person Responsible

Carolyn Carbonell

Schedule

Semiannually, from 8/9/2016 to 5/31/2017

Evidence of Completion

Data collected from "Data Days", PLC notes, Instructional Notebook logs, and evaluation evidence collected.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Data will be collected from a variety of sources including state assessment data, county data, and classroom data. This data will be closely monitored by the curriculum ap and shared with the administrative team, SLT, and staff. In addition, evidence from teacher feedback surveys, exit tickets, and climate surveys will be collected to determine levels of comfort with the shifts and understanding of the three core actions.

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Evidence will be collected and analyzed utilizing standardized testing data, empirical classroom evidence, and feedback garnered from staff regarding comfort of the shifts and standards

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Quarterly SIP review and data analysis sessions for all stakeholders

Person Responsible

Christina Lapnow

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

Evidence of Completion

In-depth data analysis and SIP review sessions will take place quarterly to discuss planning, implementation, and the fostering of the shifts in our classrooms across campus.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA3 M304371	PLC rubric visitation and alignment by administrative team		9/5/2016		9/5/2016 one-time
G1.B2.S1.MA1 M304369	Collection of agendas/minutes/time logs/sign in sheets	Carbonell, Carolyn	8/9/2016	Administrative team will collect and provide feedback and monitoring on minutes and agendas after each PLC.	5/30/2017 biweekly
G1.B2.S1.A1 A299914	First and Third Tuesday of every month - after school professional learning	Carbonell, Carolyn	8/9/2016	Agendas and minutes/ time logs/ sign in sheets	5/30/2017 biweekly
G1.B2.S1.A2 A299915	Second and Fourth Tuesday - PLCs	Carbonell, Carolyn	8/9/2016		5/30/2017 biweekly
G1.B2.S1.A3 A299916	Teacher Duty Days- Department Meetings	Carbonell, Carolyn	8/9/2016		5/30/2017 biweekly
G1.B2.S1.MA1 M304368	Data analysis - state standardized tests, classroom data, attendance data, and behavioral data		8/31/2016	Data will be collected and shared with staff, stakeholders, and leadership team to ensure effectiveness	5/31/2017 quarterly
G1.B2.S1.MA2 M304370	Domain Specific Walk-throughs and Learning Walks	Carbonell, Carolyn	9/1/2016	Coaches, Administrative Team, and SLT will conduct learning walks to collect data on implementation throughout the year.	5/31/2017 quarterly
G1.B2.S1.MA4 M304372	SLT, Coaches, and Leadership Team feedback and notes		8/8/2016	Data and feedback will be collected throughout classroom visitation sessions.	5/31/2017 weekly
G1.B2.S1.MA5 M304373	Instructional Notebook and lesson plan checks		9/26/2016		5/31/2017 semiannually
G1.B2.S1.A4 A299917	Preplanning - Department and PLC meetings		8/30/2016		5/31/2017 annually
G1.B2.S2.MA1 M304374	Quarterly SIP review and data analysis sessions for all stakeholders	Lapnow, Christina	8/9/2016	In-depth data analysis and SIP review sessions will take place quarterly to discuss planning, implementation, and the fostering of the shifts in our classrooms across campus.	5/31/2017 quarterly
G1.B2.S2.MA1 M304375	Data will be collected from a variety of sources including state assessment data, county data, and...	Carbonell, Carolyn	8/9/2016	Evidence will be collected and analyzed utilizing standardized testing data, empirical classroom evidence, and feedback garnered from staff regarding comfort of the shifts and standards	5/31/2017 weekly
G1.B2.S2.A1 A299920	In depth time provided at "Data Days" to look at Core Actions and Standards Shifts in ELA and Math	Carbonell, Carolyn	8/9/2016	Data collected from "Data Days", PLC notes, Instructional Notebook logs, and evaluation evidence collected.	5/31/2017 semiannually
G1.B2.S1.A5 A299918	Data Days- September and January	Carbonell, Carolyn	9/1/2016		6/2/2017 quarterly
G1.B2.S1.A6 A299919	ERPL days	Carbonell, Carolyn	9/21/2016		6/2/2017 every-2-months
G1.MA1 M304376	We will conduct data analysis and the support of administration. Additionally, we will monitor...	Carbonell, Carolyn	8/9/2016	Agendas and meeting minutes, student performance data, state assessment data, and graduation rate data.	8/31/2017 monthly

V. Professional Development Opportunities

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

G1. If, collectively, DHS continues a rigorous data-driven focus by applying high impact strategies (including WICOR strategies) through comprehensive standards–based lessons within PLCs and school focused professional learning, then student achievement will increase in all content areas.

G1.B2 Implementation of past "Professional Learning"

G1.B2.S1 Establish structured and identified time dedicated for teachers to meet within purpose driven PLCs

PD Opportunity 1

First and Third Tuesday of every month - after school professional learning

Facilitator

Principal and Administrative team

Participants

DHS staff

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

PD Opportunity 2

Teacher Duty Days- Department Meetings

Facilitator

Principal and Administrative Team

Participants

DHS staff

Schedule

Biweekly, from 8/9/2016 to 5/30/2017

PD Opportunity 3

Preplanning - Department and PLC meetings

> **Facilitator**
>
> Administrative Team
>
> **Participants**
>
> DHS faculty
>
> **Schedule**
>
> Annually, from 8/30/2016 to 5/31/2017

PD Opportunity 4

Data Days- September and January

> **Facilitator**
>
> Instructional Coaches
>
> **Participants**
>
> English, Science, Math PLCs
>
> **Schedule**
>
> Quarterly, from 9/1/2016 to 6/2/2017

PD Opportunity 5

ERPL days

> **Facilitator**
>
> Administrative Team
>
> **Participants**
>
> Faculty and Staff
>
> **Schedule**
>
> Every 2 Months, from 9/21/2016 to 6/2/2017

G1.B2.S2 Develop knowledge and skills of instructional shifts and high impact strategies to improve teacher instruction

PD Opportunity 1

In depth time provided at "Data Days" to look at Core Actions and Standards Shifts in ELA and Math

Facilitator

The DHS Coaches - Reading, Math, and Science

Participants

DHS staff

Schedule

Semiannually, from 8/9/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	First and Third Tuesday of every month - after school professional learning	$0.00
2	G1.B2.S1.A2	Second and Fourth Tuesday - PLCs	$0.00
3	G1.B2.S1.A3	Teacher Duty Days- Department Meetings	$0.00
4	G1.B2.S1.A4	Preplanning - Department and PLC meetings	$0.00
5	G1.B2.S1.A5	Data Days- September and January	$0.00
6	G1.B2.S1.A6	ERPL days	$0.00
7	G1.B2.S2.A1	In depth time provided at "Data Days" to look at Core Actions and Standards Shifts in ELA and Math	$0.00
		Total:	$0.00