

Volusia County Schools

Deland High School



2017-18 Schoolwide Improvement Plan

Deland High School

800 N HILL AVE, Deland, FL 32724

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	19
8-Step Planning and Problem Solving Implementation	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	49

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Deland High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

Administration, teachers and campus security personnel are assigned specific areas to monitor on 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. Students are encouraged to seek out an adult when needed. Teachers are asked to stand at their doors between each class period to assist with campus supervision.

School guidance counselors are available to conduct both individual and small group sessions on topics determined by incidences requiring immediate intervention or response. Guidance counselors also involve district student services personnel to assist with student groups and to sponsor family events.

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

DeLand High has implemented different policies and procedures to minimize classroom distractions during the school day. Students have been assigned fifty-one minute instructional periods and six minutes between each class. During both the first and last ten minutes of each class period, 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 or summarize what was learned. Students are given up to five minutes after the tardy bell to make it to class. Afterwards, administration works to clear campus halls and disciplinary infractions are rendered for students who are not in class. Teachers are encouraged to lock their classroom door after the tardy bell and record student tardies in their Gradebooks.

Instructional time is protected by both administration and teachers, which is evident 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. To prevent loss of instructional time for both students and teachers, dress code violations and disciplinary referrals for tardies are submitted by teachers at the end of each school day. This process prevents students from leaving classrooms at different times throughout the school day.

Teachers are trained using "CHAMPS" behavioral management program. Strategies learned are used to minimize classroom disruptions and to reinforce appropriate student behaviors. Teachers are observed by administration and timely feedback is provided addressing classroom management. Strategies for support are provided. Faculty and staff are encouraged to pursue Professional Development training in their area of discipline. All teachers are encouraged to adhere to the school's Discipline Process when addressing disciplinary incidents. For example, students should be given a verbal warning, a parent should be contacted, and other teacher interventions should be attempted before a discipline referral is written. Major offenses are addressed immediately by administration.

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

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

- Red Ribbon Week Celebrations and Competitions
- Student Mentoring Programs
- Bulldog Rising
- 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 student 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.

A school-based mentoring program (Bulldog Mentoring) has been implemented for 9th graders to assist with their transition to high school. Mentoring sessions are designed to stimulate and nurture students, and occur once monthly on a modified bell schedule, allowing for a one hour mentoring session. Ninth grade students have been placed in groups of fifteen and are paired with one adult mentor and senior student mentors to establish rapport and support addressing both academic and personal growth.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

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

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

- Open House
- Financial Aid Night
- Family Registrations
- Schedule Review Nights
- School Advisory Council Meetings (monthly)
- Business Partner Meetings
- Homecoming GROWL
- Homecoming Parade
- Bulldog Rising
- 9th Grade Orientation
- Career and College Expo
- Family Reading Nights
- Academic Award Ceremonies
- Science Night
- Social Studies Fair
- Family Literacy Nights

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 scheduled event focus on both school and student achievement including flyers, brochures, hands-on activities, school improvement budget reports/funds allocations, and career and college information. Community organizations and local businesses are usually represented at many of these events to demonstrate support for the school and to provide information parents and students can use to increase their awareness about what's offered in the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Carr, Melissa	Principal
Scott, Carlos	Assistant Principal
Sibio, Kimberly	Teacher, K-12
Lucero, Mike	Assistant Principal
Israel, Archer	Instructional Coach
Gilbert, Thomas	Teacher, K-12
Nehrig, Lisa	Teacher, K-12
Policke, Peter	Teacher, K-12
Davenport, Steve	Assistant Principal
Degirolo, 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	School Counselor
Butchart, Shelia	Instructional Media
Wetter, Justin	Teacher, K-12
Conley, William	Teacher, K-12
Mitchell, Jennifer	Teacher, K-12
Dowdell, Christopher	Teacher, K-12
Sniffen, April	Teacher, K-12
Vega, Issella	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.

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

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

Personnel: DeLand High's school-based Leadership Team includes the principal, assistant principals, reading coach, guidance 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, identifies and in some cases provides professional development, and celebrates student success. Leadership members collaborate 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 about curriculum planning and shared instructional strategies. Leadership team members and teachers are both committed to meeting students' needs and maximizing students' achievement.

Curricular: Math, and language arts teachers continue to implement and progress monitor student mastery of the Florida Standards. 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 year-end 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 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 are used to support a variety of instructional needs focused on helping the school to meet its goals identified in the School Improvement Plan. Funds are used to purchase texts designed to increase student literacy and to support instructional practices that will ensure Instructional Shifts implementation and standards equity in every classroom. Funding will be used to provide an extended hour of Odyssey Lab coverage for the students needing to make-up coursework in order to graduate on time with their class.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Leslie LaRue- SAC Chairman	Business/Community
Amanda Tyler	Parent
Carlos Scott	Principal
Nancy Amiot	Education Support Employee
Mendi Camacho	Teacher
Dr. Cathy Cortes	Parent
Dorothy Gibson	Business/Community
Shelia Rees	Parent
Traci Tapp	Parent
Argentina Thompson	Business/Community
Shelia Wilson	Parent
Deidre Jones	Parent
Laura Schachter	Parent
Alvin Gregg	Parent
Monica Hart	Parent
Kelly Crump	Parent
Cindy Wolcott	Teacher
Angie Spriggs	Parent
Audra Jolliffe	Parent
Pamela Bailey	Parent
Andrea Finkle	Teacher
Ashley Carter- SAC Secretary	Teacher
Jennifer Link	Parent
Sue Connell	Teacher
Ruth Jerkins	Education Support Employee
Viola Harbaugh	Teacher
Monica Sedore	Teacher
Mary Dipadova-Garcia	Parent
Lya Cortes	Student
Gabriella Camacho	Student
Benjamin Carter	Teacher
Kimberly Latchaw	Parent
Pam Deimund	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

DeLand High's School Advisory Council members provided input, which was used to help create the 2016-2017 School Improvement Plan. During the 2016-2017 school year, the School Advisory Council was provided progress monitoring data about student performance on different assessments including FAIR and quarterly District Interim Assessment data to analyze and to determine if progress monitoring results aligned with School Improvement targets. At the first SAC meeting in August 24, 2017, the School Advisory Council participated in a Kahoot pre-test activity to determine their predictions about school performance data for Spring 2017 state assessments including Florida Standards Assessment Grade 9 and 10 English Language Arts, Florida Standards Assessment End-of-Course (Algebra 1, Algebra 2, and Geometry) and Pearson End-of-Course Assessments (U.S. History and Biology). The School Advisory Council will use state assessment results to make comparisons to 2016-2017 achievement targets. When comparing actual results to 2016-2017 projections, the School Advisory Council will identify specific areas of focus to increase student achievement and school growth during the 2017-2018 school year.

b. Development of this school improvement plan

The primary function of the School Advisory Council is to assist with the creation and monitoring of the School Improvement Plan. During the first School Advisory Council meeting on August 24, 2017, school performance data for state assessments administered in the Spring of 2017 was reviewed. School performance data shared included results for Florida Standards Assessments 9th/10th Grade English Language Arts, Florida Standards Assessment End-of-Course Assessments (Algebra 1, Geometry, and Algebra 2), and Pearson End-of-Course Assessments (U.S. History and Biology) was shared. Performance data for each assessment was generated by the State Department of Education. School Advisory Council members participated in a Kahoot pre-test activity to determine their predictions about school performance data. Afterwards, correct data results were shared and discussed. Specific areas of focus were identified to begin the process of strategy brainstorming for school improvement. Due to Hurricane Irma and the closing of DeLand High School, the September School Advisory Council meeting was rescheduled. The scheduled October 5 School Advisory Council meeting will consist of collaborative groups working to review more school performance data and to project 2017-2018 achievement targets. After coming to a consensus about appropriate achievement targets for all Spring 2018 state assessments and engaging in a open discussion (i.e. public input), the School Advisory Council will vote to approve or disapprove the 2017-2018 School Improvement Plan.

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

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

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

DeLand High's School Advisory Council funded different classroom instructional requests that aligned with goals identified in the 2016-2017 School Improvement Plan. Each request was evaluated by the School Advisory Council and voted on for approval. School Improvement funds were allocated to

each of the school's twelve departments. Two departments were allocated \$1,300.00 (Career Technology Education and Science), two department were allocated \$1,000.00 (Exceptional Student Education and Social Studies), six departments were allocated \$300.00 (Media, Foreign Language, Reading, Fine/Performing Arts, International Baccalaureate, and Physical Education), one department was allocated \$650.00 (Math), and one department was allocated \$500.00 (Reading). The School Advisory Council Budget Committee used 2015-2016 budget report information to determine how to allocate funds to individual departments. Teachers within each department were able to submit SAC Funds Request Forms for approval by the School Advisory Council. The School Advisory Council voted on and approved the following departmental requests during 2016-2017 school year:

Science: Microscopes, scales, and equipment repairs. \$1,300.00

CTE: Purchase of 2 iPad Minis to support and enhance classroom instruction. \$650.00

ESE: Purchase of 4 additional Chromebooks for tutoring program/classroom instruction. \$795.00

Other approved General Funds Requests for the 2016-2017 school year included \$1,200.00 for 8th Hour Odyssey Lab to be opened after school allowing senior students to work to complete courses required for graduation, \$600.00 to compensate an instructor for hosting an eight week SAT Prep Course offered to more than fifty students, \$1,650.00 to host the Annual Academic Awards and Performing Arts Program (recognizes students in grades 9-12 who achieved a 3.9 cumulative GPA at the end of the first semester), \$390.00 to purchase a class set of novels, \$250.00 to purchase Interactive Notebooks for Career Technology Education students, and \$350.00 to host an Ice Cream Bash for the grade level having the highest percentage of students tested on the Florida Standards Assessment English Language Arts exam.

School Advisory Council members and school-based stakeholders collaborated throughout the school year about how school improvement funds should be used to impact student achievement. Prior to the School Advisory Council voting to approve funding for each requests, the Principal and Budget Committee had the opportunity to review each request and share their recommendations.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once each nine weeks 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 Professional Learning Community 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 to support teachers in implementing strategies to increase collective efficacy and standards equity in literacy and language development for all students, across disciplines. The Instructional Coach is responsible for providing professional development in respective core areas: social studies, math, science, and language arts. Literacy team members will be responsible for introducing strategies to their departments during Professional Learning Community meetings as well.

Calendar of Literacy Events:

Quarter 1:

1. The Single Block Intensive Reading teachers and Literacy Coach will host the first Academic Vocabulary Bee. (classes will compete)
2. Deland High's Reading Department will host the first, week-long, school-wide competition to answer FL Standards-based, text-dependent questions from student texts currently read in ELA and

Reading classes.

Quarter 2:

3. Deland High's Media Specialist will invite all students to participate in a school-wide Literacy Calendar contest (January).
4. Deland High's Reading Department will hold the second week-long, school-wide competition to answer FL Standards-based, text-dependent questions from student texts currently read in ELA and Reading classes.

Quarter 3:

5. DeLand High's Literacy Coach will invite all students to participate in a school-wide Book Mark contest to encourage students and parents to Read to Succeed.
6. Deland High's Reading Department will hold the second week long, school-wide competition to answer FL Standards-based, text-dependent questions from student texts currently read in ELA and Reading classes.

Quarter 4:

7. The Single Block Intensive Reading teachers and Literacy Coach will host the second Academic Vocabulary Bee's (classes will compete).

To encourage literacy development in the Reading Department, students will take ownership in their achievement by reflecting on activities as they relate to the Florida State Standards. Students and teachers will regularly evaluate their progress towards mastery of the FSA ELA learning standards, through teacher and student led data chats, reviewing relevant data from classroom practice as well as the Reading District Interim Assessments. This will occur at least once each semester (2x).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

Teachers participate in weekly Professional Learning Communities to regularly review formative assessment data, plan for and adjust their instruction accordingly. Professional Learning Community (PLC) meetings allow for collaboration, data analysis, and the sharing of best practices for the purpose of increasing student achievement. When necessary, Professional Learning Community teams make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Professional Learning Community teams spend time discussing lessons taught that went well and ways to improve on lessons that were unsuccessful. Professional Learning Communities also allow teachers to engaged in reflective dialogue to deepen shared language and understanding of instructional practices. Through Professional Learning Communities, teachers are encouraged to work together on common goals with clear objectives. Action plans created during weekly PLC meetings are submitted to administration for monitoring purposes.

Lesson Studies have been implemented in science with two cycles completed in one year. Participants

surveyed have ranked these series of collaborative professional learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

The use of an Instructional Coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-through, provide leadership with data to identify areas that require additional follow-up coaching. The Leadership Team meets monthly to talk about what trends are evident 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 closely with teachers to enhance instruction.

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

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

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

DeLand High's mentoring program consists of Assistant Principal, Mike Lucero, teachers Christopher Dowdell and Kimberly Sibio, the administration team, and school Leadership Team members assisting all first-year teachers as they become familiar with the DeLand High school community. At the start of the 2017-2018 school year, all first-year teachers were paired with a veteran DeLand High teacher as part of the year two New Teacher Mentoring Program. New teachers and teacher mentors participated in group sessions during pre-planning to allow for bonding, collaboration and planning. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation, Professional Learning Community activities, Professional Development training, and participation in District Job Fair and Recruitment activities. Mike Lucero facilitates one-on-one support for new teachers focused on classroom management, grading practices, communication, ethics, and school policies and procedures. New teachers are granted the opportunity to observe other teachers in action and are paired with their subject area department chair for support. The purpose for both the pairing and planned mentoring activities is to help new teachers build a concrete foundation of success in the classroom, to develop a network of support, and to provide continuous daily examples of best practices in action that ultimately have a profound impact on student performance. Each phase of the new teacher mentoring program is designed to build confidence and to retain quality people.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

b. Instructional Strategies

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

Teachers participate weekly in weekly Professional Learning Communities to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during classroom intervention time. Teachers and the Instructional Coach work to create target instruction lessons and activities to meet the needs of all levels of students (struggling, middle, and high performing). Students requiring intensive remediation receive additional support from mentors and consultation teachers. When necessary, classroom teachers and administration make recommendations for students to be reviewed and assisted by the school's Early Warning Systems Team (EWS) or Problem-Solving Team (PST).

The use of instructional reviews and an Instructional Coach to assist with teacher professional development plays a significant part in designing instruction to meet the needs of individual students. 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 quarterly to talk about academic trends observed during classrooms visits. This process provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits. Instructional coaches work side-by-side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. Classroom visits and the modeling of lessons is a common practice on campus.

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

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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, mjdegiro@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

Carr, Melissa , mcarr@volusia.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

For the two past years, DeLand High has hosted Bulldog Rising for new ninth grade students. Bulldog Rising allows incoming ninth graders only to attend the first day of school. During Bulldog Rising, ninth graders are provided the opportunity to meet teachers, administrators and counselors. Current DeLand High Leadership students served as student mentors and assisted with organizing the daily schedule of events for participating ninth graders. Scheduled activities and small group sessions were hosted to both engage and inform ninth grade students of school expectations. Administration and other faculty and staff members were paired with groups of students for the day. Ninth grade students received their schedules, walked the campus, met current student leaders on campus, and attended their classes for a reduced amount of time.

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

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

b. College and Career Readiness

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

DeLand High School offers elective courses in Art, Business, Technology, and Career Study. Many of these courses focus on job skills and offer student internships and cooperative learning opportunities. Every year, after Florida Standards Assessment administration, students and parents participate in the registration process which exposes them to next year's curriculum to inform their course selection. After registration, students and parents can meet with counselors to decide what classes to take. Students complete interests and career inventories to help them make informed decisions. Parents are invited to meetings and final course selections are sent home for parent's signatures.

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

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

Career Academy programs offered at DeLand High includes:

- Building Construction Program
- Communication Academy
- Engineering Academy

Other Career and Technical Education programs offered includes:

- Computing for College and Careers
- Digital Video Production

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

- Adobe Certified Associate (Dreamweaver, Flash, Photoshop. and Premier)
- Agricultural Technician Certification
- Certified Medical Administrative Assistant (CMAA)
- NCCER Carpentry - Level 1
- NCCER Construction Technology
- Autodesk AutoCAD Certified User Exam
- Microsoft Office Specialist Bundle
- NOCTI Early Childhood Care Education
- Certified Professional Food Manager (ServSafe)

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

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

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

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

In response to data, a variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and/or initiatives that are used at DeLand High School and at the district level are:

Dual Enrollment
Early College Program
High School Showcase
Advanced Placement Program
International Baccalaureate Program
College Expo
Administration of PERT Exam to upper and underclassmen
English IV College Readiness Course
Math College Readiness Course
College Representative Visits
Making High School Count Program
Making College and Careers Count Program

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If collective efficacy and standards equity are fostered at DeLand High School, then student achievement will increase.

Strategic Goals Detail

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

G1. If collective efficacy and standards equity are fostered at DeLand High School, then student achievement will increase. 1a

G094536

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	43.0
ELA/Reading Gains	51.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	65.0
Bio I EOC Pass	78.0
4-Year Grad Rate (Standard Diploma)	80.0

Targeted Barriers to Achieving the Goal 3

- Ineffective Professional Learning Communities (PLC)
- Lack of teacher/student buy-in
- Lack of technology integration to support instruction
- Lack of standards equity/higher level course access

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors
- School Social Worker
- School's Website
- Instructional Coach, Office Staff, and Consultation Teachers
- Additional technology devices
- District Curriculum Maps
- Bulldog Mentoring Program
- New technology devices
- Teachers Mentors
- Scheduled time for Professional Learning Communities
- School Improvement Funds to provide teacher resources and training.
- School-based Early Release Professional Learning Days to meet school/teacher professional development needs.

Plan to Monitor Progress Toward G1. 8

Technology Implementation Rubrics and administration walk-through evidence will be collected to show an increase in teacher usage/implementation effectiveness.

Person Responsible

Melissa Carr

Schedule

On 5/26/2017

Evidence of Completion

Technology Implementation Rubrics, Walk-through Notes

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

 = Problem Solving Step  S123456 = Quick Key


G1. If collective efficacy and standards equity are fostered at DeLand High School, then student achievement will increase. 1

 G094536

G1.B8 Ineffective Professional Learning Communities (PLC) 2

 B253965

G1.B8.S1 Improve PLC effectiveness by providing structure and a clear purpose for scheduled meetings. 4

 S268292

Strategy Rationale

Structured meetings with an identified purpose will lead to instructional effectiveness.

Action Step 1 5

Administration and SLT will facilitate PLC Reboot Trainings to improve PLC effectiveness.

Person Responsible

Carlos Scott

Schedule

Quarterly, from 10/24/2017 to 10/24/2017

Evidence of Completion

Presentation Materials, Teacher Sign-In Sheets, MyPGS Inservice Records

Action Step 2 5

Administration and school leadership will develop and share with teachers example PLC meeting agendas and an outline of meeting topics indicating PLC focus.

Person Responsible

Melissa Carr

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Example PLC Agendas, SLT meeting notes, Handouts, Teacher Feedback

Action Step 3 5

Conduct PLC Learning Walks for the purpose of providing feedback

Person Responsible

Melissa Carr

Schedule

On 4/24/2018

Evidence of Completion

Administration Notes, Learning Walk Agendas, PLC Agendas

Action Step 4 5

Facilitate Data Chat Trainings to review school-based District assessment results

Person Responsible

Carlos Scott

Schedule

Quarterly, from 1/30/2018 to 3/27/2018

Evidence of Completion

Presentation Materials, Teacher Sign-In Sheets, MyPGS Inservice Records

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administration and school leadership will attend weekly PLC meetings for monitoring purposes.

Person Responsible

Melissa Carr

Schedule

Weekly, from 10/9/2017 to 4/27/2018

Evidence of Completion

PLC Notes, PLC Implementation Rubrics, Student Data Performance Reports, PLC Sign-In Sheets

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

PLC teams will complete Action Plans documenting areas of focus, strategies to be implemented and evaluation results after strategy implementation.

Person Responsible

Melissa Carr

Schedule

Weekly, from 10/9/2017 to 4/27/2018

Evidence of Completion

Completed PLC Action Plans, Walk-through and Observation Notes, Formative and Summative student data

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Administration will use PLC Implementation Rubrics to provide feedback to teams about meeting structure and focus.

Person Responsible

Melissa Carr

Schedule

Weekly, from 10/9/2017 to 4/27/2018


Evidence of Completion

PLC Implementation Rubrics, Walk-through/Learning Walk Notes

G1.B11 Lack of teacher/student buy-in **2**

 B253968

G1.B11.S1 Foster collective efficacy to promote collaboration, relational trust, and a sense of community. **4**

 S268293

Strategy Rationale

Positive attitudes, beliefs and actions will have direct effect on student achievement.

Action Step 1 **5**

Facilitate Professional Learning training on: What is Collective Efficacy and Why It Is Important?

Person Responsible

Carlos Scott

Schedule

Quarterly, from 10/24/2017 to 11/28/2017

Evidence of Completion

Presentation Materials, Teacher Sign-In Sheets, Training Agendas

Action Step 2 **5**

Lead Collective Efficacy Book Study with Leadership Team members.

Person Responsible

Carlos Scott

Schedule

On 1/19/2018

Evidence of Completion

Blog Logs, Surveys, Leadership Meeting Agenda

Action Step 3 5

Provide structured time for Professional Learning Communities and teacher collaboration.

Person Responsible

Melissa Carr

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC Action Plans, PLC Sign-in Sheets

Action Step 4 5

Lead "This Buds for You" Shout Outs to recognize a colleague during Faculty Meetings

Person Responsible

Melissa Carr

Schedule

Monthly, from 9/26/2017 to 5/8/2018

Evidence of Completion

Faculty Meeting Agendas

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Administration will monitor monthly calendar/planning of school events to allow teachers more time for collaborative inquiry.

Person Responsible

Melissa Carr

Schedule

On 5/8/2018

Evidence of Completion

School Calendar, Administration Notes

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Administration will monitor faculty and staff, administration interactions, actions, and comments to promote positive beliefs about what we can achieve.

Person Responsible

Melissa Carr

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Conference Notes, Walk-through Notes, Faculty Shout-Outs, Teacher Surveys

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Documentation of faculty and staff collaborative successes will be recorded to demonstrate progress towards school-wide efficacy.

Person Responsible

Melissa Carr

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Faculty Meeting/PLC Minutes

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Administration will engage faculty and staff in open discussions in regard school-wide efficacy.

Person Responsible

Melissa Carr

Schedule

Monthly, from 10/9/2017 to 5/25/2018


Evidence of Completion

Faculty Meeting Agendas, Teacher Surveys

G1.B13 Lack of technology integration to support instruction **2**

 B253970

G1.B13.S1 Increase technology integration within every classroom to support and enhance instructional practices. **4**

 S268294

Strategy Rationale

The use of technology will help students to become active in the learning process.

Action Step 1 **5**

Facilitate Professional Learning trainings on using NearPod in the classroom.

Person Responsible

Issella Vega

Schedule

Quarterly, from 9/18/2017 to 12/15/2017

Evidence of Completion

PD Sign-in Sheets, Training Agendas, Surveys

Action Step 2 **5**

Facilitate Canvas Professional Learning training.

Person Responsible

Issella Vega

Schedule

On 10/24/2017

Evidence of Completion

PD Sign-in Sheets, Training Agendas, Surveys

Action Step 3 5

Facilitate Wander in Wednesdays 2.0 Technology trainings: NearPod, Canvas, Quizlet, One Note, Techno Help

Person Responsible

Shelia Butchart

Schedule

Weekly, from 9/18/2017 to 5/18/2018

Evidence of Completion

PD Sign-in Sheets, Training Agendas, Surveys

Action Step 4 5

Provide Professional Development training on Office 365/SharePoint for Collaboration

Person Responsible

Issella Vega

Schedule

Quarterly, from 12/6/2017 to 5/25/2018

Evidence of Completion

PD Sign-in Sheets, Training Agendas, Surveys

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

Administration will conduct classroom walk-throughs, observations, and Learning Walks to monitor strategy implementation.

Person Responsible

Melissa Carr

Schedule

Daily, from 9/18/2017 to 5/25/2018

Evidence of Completion

Walk-through and Observation notes, Learning Walks documentation

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

Administration will use Technology Rubrics to rate implementation effectiveness and share timely feedback with teachers.

Person Responsible

Melissa Carr

Schedule

Monthly, from 9/18/2017 to 5/25/2018


Evidence of Completion

Technology Implementation Rubric, Teacher Technology Usage Surveys

G1.B14 Lack of standards equity/higher level course access **2**

 B253971

G1.B14.S1 Foster and promote standards equity across all content areas to increase academic performance for all students. **4**

 S268295

Strategy Rationale

The practice of standards equity for all students will increase student achievement for all subgroups and the school overall.

Action Step 1 **5**

Facilitate Professional Development training on: Why Standards Equity Matters?

Person Responsible

Carlos Scott

Schedule

On 12/6/2017

Evidence of Completion

PD Sign-In Sheets, Presentation Materials, Participant Surveys

Action Step 2 **5**

Facilitate 2017 PSAT Data Chat to increase percent minority students in AP courses.

Person Responsible

Carlos Scott

Schedule

On 1/30/2018

Evidence of Completion

PD Sign-In Sheets, Presentation Materials, 2017 AP Potential Report

Action Step 3 5

Start Project Graduation Teams to monitor student attendance and mastery of course standards.

Person Responsible

Melissa Carr

Schedule

Monthly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Meeting Sign-In Sheets, Data Reports (EWS, etc.), Conference Logs/Notes

Action Step 4 5

PD training on Content/Texted-based Questions vs Standards-Based Questions: What's the Difference? Why does it Matter?

Person Responsible

Melissa Carr

Schedule

On 12/6/2017

Evidence of Completion

PD Sign-In Sheets, Presentation Materials

Action Step 5 5

PD training: How to Align Discussion and Assessment Questions to the Standards

Person Responsible

Melissa Carr

Schedule

Every 2 Months, from 12/6/2017 to 3/21/2018

Evidence of Completion

PD Sign-In Sheets, Presentation Materials, Participant Work Samples

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Administration will attend Project Graduation team meetings to review student progress points, assessment data, attendance records, and work assignments

Person Responsible

Melissa Carr

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Project Graduation meeting notes, data reports, and student conference notes

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Administration and School Leadership will review course placement reports for students scoring at Level 4 or 5 on all Florida Standards Assessments for the purpose increasing the percent of DHS students in higher level courses.

Person Responsible

Carlos Scott

Schedule

Daily, from 1/8/2018 to 4/6/2018

Evidence of Completion

FSA School Data Reports, 2018 Course Recommendations,

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Administration and School Leadership will conduct Learning Walks to provide feedback about the alignment of discussion questions and assessments to the standards.

Person Responsible

Melissa Carr

Schedule

Daily, from 1/8/2018 to 5/25/2018

Evidence of Completion

Learning Walk Schedules, Learning Walk Rubrics, Coaching Notes

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Administration and School Leadership will provide feedback to the faculty about evidence observed/not observed to initiate a change in practice.

Person Responsible

Melissa Carr

Schedule

Daily, from 10/9/2017 to 5/25/2018














Evidence of Completion

Learning Walk Rubrics, Coaching Notes, Faculty Meeting Agendas/Sign-in Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M381658	Technology Implementation Rubrics and administration walk-through evidence will be collected to...	Carr, Melissa	9/19/2016	Technology Implementation Rubrics, Walk-through Notes	5/26/2017 one-time
G1.B8.S1.A1 A357262	Administration and SLT will facilitate PLC Reboot Trainings to improve PLC effectiveness.	Scott, Carlos	10/24/2017	Presentation Materials, Teacher Sign-In Sheets, MyPGS Inservice Records	10/24/2017 quarterly
G1.B13.S1.A2 A357271	Facilitate Canvas Professional Learning training.	Vega, Issella	10/24/2017	PD Sign-in Sheets, Training Agendas, Surveys	10/24/2017 one-time
G1.B11.S1.A1 A357266	Facilitate Professional Learning training on: What is Collective Efficacy and Why It Is Important?	Scott, Carlos	10/24/2017	Presentation Materials, Teacher Sign-In Sheets, Training Agendas	11/28/2017 quarterly
G1.B14.S1.A1 A357274	Facilitate Professional Development training on: Why Standards Equity Matters?	Scott, Carlos	12/6/2017	PD Sign-In Sheets, Presentation Materials, Participant Surveys	12/6/2017 one-time
G1.B14.S1.A4 A357277	PD training on Content/Texted-based Questions vs Standards-Based Questions: What's the Difference?...	Carr, Melissa	12/6/2017	PD Sign-In Sheets, Presentation Materials	12/6/2017 one-time
G1.B13.S1.A1 A357270	Facilitate Professional Learning trainings on using NearPod in the classroom.	Vega, Issella	9/18/2017	PD Sign-in Sheets, Training Agendas, Surveys	12/15/2017 quarterly
G1.B11.S1.A2 A357267	Lead Collective Efficacy Book Study with Leadership Team members.	Scott, Carlos	10/2/2017	Blog Logs, Surveys, Leadership Meeting Agenda	1/19/2018 one-time
G1.B14.S1.A2 A357275	Facilitate 2017 PSAT Data Chat to increase percent minority students in AP courses.	Scott, Carlos	1/30/2018	PD Sign-In Sheets, Presentation Materials, 2017 AP Potential Report	1/30/2018 one-time
G1.B14.S1.A5 A357278	PD training: How to Align Discussion and Assessment Questions to the Standards	Carr, Melissa	12/6/2017	PD Sign-In Sheets, Presentation Materials, Participant Work Samples	3/21/2018 every-2-months
G1.B8.S1.A4 A357265	Facilitate Data Chat Trainings to review school-based District assessment results	Scott, Carlos	1/30/2018	Presentation Materials, Teacher Sign-In Sheets, MyPGS Inservice Records	3/27/2018 quarterly
G1.B14.S1.MA2 M381656	Administration and School Leadership will review course placement reports for students scoring at...	Scott, Carlos	1/8/2018	FSA School Data Reports, 2018 Course Recommendations,	4/6/2018 daily
G1.B8.S1.A3 A357264	Conduct PLC Learning Walks for the purpose of providing feedback	Carr, Melissa	11/7/2017	Administration Notes, Learning Walk Agendas, PLC Agendas	4/24/2018 one-time
G1.B8.S1.MA1 M381645	PLC teams will complete Action Plans documenting areas of focus, strategies to be implemented and...	Carr, Melissa	10/9/2017	Completed PLC Action Plans, Walk-through and Observation Notes, Formative and Summative student data	4/27/2018 weekly
G1.B8.S1.MA3 M381646	Administration will use PLC Implementation Rubrics to provide feedback to teams about meeting...	Carr, Melissa	10/9/2017	PLC Implementation Rubrics, Walk-through/Learning Walk Notes	4/27/2018 weekly
G1.B8.S1.MA1 M381647	Administration and school leadership will attend weekly PLC meetings for monitoring purposes.	Carr, Melissa	10/9/2017	PLC Notes, PLC Implementation Rubrics, Student Data Performance Reports, PLC Sign-In Sheets	4/27/2018 weekly
G1.B11.S1.MA1 M381649	Administration will monitor monthly calendar/planning of school events to allow teachers more time...	Carr, Melissa	8/14/2017	School Calendar, Administration Notes	5/8/2018 one-time
G1.B11.S1.A4 A357269	Lead "This Buds for You" Shout Outs to recognize a colleague during Faculty Meetings	Carr, Melissa	9/26/2017	Faculty Meeting Agendas	5/8/2018 monthly

Volusia - 1453 - Deland High School - 2017-18 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.B13.S1.A3  A357272	Facilitate Wander in Wednesdays 2.0 Technology trainings: NearPod, Canvas, Quizlet, One Note,...	Butchart, Shelia	9/18/2017	PD Sign-in Sheets, Training Agendas, Surveys	5/18/2018 weekly
G1.B8.S1.A2  A357263	Administration and school leadership will develop and share with teachers example PLC meeting...	Carr, Melissa	9/25/2017	Example PLC Agendas, SLT meeting notes, Handouts, Teacher Feedback	5/25/2018 weekly
G1.B11.S1.MA1  M381648	Administration will engage faculty and staff in open discussions in regard school-wide efficacy.	Carr, Melissa	10/9/2017	Faculty Meeting Agendas, Teacher Surveys	5/25/2018 monthly
G1.B11.S1.MA3  M381650	Administration will monitor faculty and staff, administration interactions, actions, and comments...	Carr, Melissa	8/21/2017	Conference Notes, Walk-through Notes, Faculty Shout-Outs, Teacher Surveys	5/25/2018 daily
G1.B11.S1.MA4  M381651	Documentation of faculty and staff collaborative successes will be recorded to demonstrate progress...	Carr, Melissa	8/14/2017	Faculty Meeting/PLC Minutes	5/25/2018 quarterly
G1.B11.S1.A3  A357268	Provide structured time for Professional Learning Communities and teacher collaboration.	Carr, Melissa	8/14/2017	PLC Action Plans, PLC Sign-in Sheets	5/25/2018 weekly
G1.B13.S1.MA1  M381652	Administration will use Technology Rubrics to rate implementation effectiveness and share timely...	Carr, Melissa	9/18/2017	Technology Implementation Rubric, Teacher Technology Usage Surveys	5/25/2018 monthly
G1.B13.S1.MA1  M381653	Administration will conduct classroom walk-throughs, observations, and Learning Walks to monitor...	Carr, Melissa	9/18/2017	Walk-through and Observation notes, Learning Walks documentation	5/25/2018 daily
G1.B13.S1.A4  A357273	Provide Professional Development training on Office 365/SharePoint for Collaboration	Vega, Issella	12/6/2017	PD Sign-in Sheets, Training Agendas, Surveys	5/25/2018 quarterly
G1.B14.S1.MA1  M381654	Administration and School Leadership will provide feedback to the faculty about evidence...	Carr, Melissa	10/9/2017	Learning Walk Rubrics, Coaching Notes, Faculty Meeting Agendas/Sign-in Sheets	5/25/2018 daily
G1.B14.S1.MA1  M381655	Administration will attend Project Graduation team meetings to review student progress points,...	Carr, Melissa	10/9/2017	Project Graduation meeting notes, data reports, and student conference notes	5/25/2018 monthly
G1.B14.S1.MA3  M381657	Administration and School Leadership will conduct Learning Walks to provide feedback about the...	Carr, Melissa	1/8/2018	Learning Walk Schedules, Learning Walk Rubrics, Coaching Notes	5/25/2018 daily
G1.B14.S1.A3  A357276	Start Project Graduation Teams to monitor student attendance and mastery of course standards.	Carr, Melissa	10/16/2017	Meeting Sign-In Sheets, Data Reports (EWS, etc.), Conference Logs/Notes	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. If collective efficacy and standards equity are fostered at DeLand High School, then student achievement will increase.

G1.B8 Ineffective Professional Learning Communities (PLC)

G1.B8.S1 Improve PLC effectiveness by providing structure and a clear purpose for scheduled meetings.

PD Opportunity 1

Administration and SLT will facilitate PLC Reboot Trainings to improve PLC effectiveness.

Facilitator

Dr. Melissa Carr/Carlos Scott

Participants

Faculty and Administration

Schedule

Quarterly, from 10/24/2017 to 10/24/2017

PD Opportunity 2

Facilitate Data Chat Trainings to review school-based District assessment results

Facilitator

Carlos M. Scott

Participants

Faculty and Administration

Schedule

Quarterly, from 1/30/2018 to 3/27/2018

G1.B11 Lack of teacher/student buy-in

G1.B11.S1 Foster collective efficacy to promote collaboration, relational trust, and a sense of community.

PD Opportunity 1

Facilitate Professional Learning training on: What is Collective Efficacy and Why It Is Important?

Facilitator

Carlos M. Scott

Participants

Faculty and Administration

Schedule

Quarterly, from 10/24/2017 to 11/28/2017

G1.B13 Lack of technology integration to support instruction

G1.B13.S1 Increase technology integration within every classroom to support and enhance instructional practices.

PD Opportunity 1

Facilitate Professional Learning trainings on using NearPod in the classroom.

Facilitator

Technology Leadership Team

Participants

Faculty and Administration

Schedule

Quarterly, from 9/18/2017 to 12/15/2017

PD Opportunity 2

Facilitate Canvas Professional Learning training.

Facilitator

Technology Leadership Team

Participants

Faculty and Administration

Schedule

On 10/24/2017

PD Opportunity 3

Facilitate Wander in Wednesdays 2.0 Technology trainings: NearPod, Canvas, Quizlet, One Note, Techno Help

Facilitator

Technology Leadership Team

Participants

Faculty and Administration

Schedule

Weekly, from 9/18/2017 to 5/18/2018

PD Opportunity 4

Provide Professional Development training on Office 365/SharePoint for Collaboration

Facilitator

Technology Leadership Team

Participants

Faculty and Administration

Schedule

Quarterly, from 12/6/2017 to 5/25/2018

G1.B14 Lack of standards equity/higher level course access

G1.B14.S1 Foster and promote standards equity across all content areas to increase academic performance for all students.

PD Opportunity 1

Facilitate Professional Development training on: Why Standards Equity Matters?

Facilitator

School Leadership Team

Participants

Faculty and Administration

Schedule

On 12/6/2017

PD Opportunity 2

Facilitate 2017 PSAT Data Chat to increase percent minority students in AP courses.

Facilitator

Carlos Scott

Participants

Teachers, Guidance Counselors, and Administration

Schedule

On 1/30/2018

PD Opportunity 3

PD training on Content/Texted-based Questions vs Standards-Based Questions: What's the Difference? Why does it Matter?

Facilitator

Dr. Archer Israel, SLT Team

Participants

Faculty and Administration

Schedule

On 12/6/2017

PD Opportunity 4

PD training: How to Align Discussion and Assessment Questions to the Standards

Facilitator

Dr. Archer Israel

Participants

Faculty and Administration

Schedule

Every 2 Months, from 12/6/2017 to 3/21/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B11.S1.A1	Facilitate Professional Learning training on: What is Collective Efficacy and Why It Is Important?	\$0.00
2	G1.B11.S1.A2	Lead Collective Efficacy Book Study with Leadership Team members.	\$0.00
3	G1.B11.S1.A3	Provide structured time for Professional Learning Communities and teacher collaboration.	\$0.00
4	G1.B11.S1.A4	Lead "This Buds for You" Shout Outs to recognize a colleague during Faculty Meetings	\$0.00
5	G1.B13.S1.A1	Facilitate Professional Learning trainings on using NearPod in the classroom.	\$0.00
6	G1.B13.S1.A2	Facilitate Canvas Professional Learning training.	\$0.00
7	G1.B13.S1.A3	Facilitate Wander in Wednesdays 2.0 Technology trainings: NearPod, Canvas, Quizlet, One Note, Techno Help	\$0.00
8	G1.B13.S1.A4	Provide Professional Development training on Office 365/SharePoint for Collaboration	\$0.00
9	G1.B14.S1.A1	Facilitate Professional Development training on: Why Standards Equity Matters?	\$0.00
10	G1.B14.S1.A2	Facilitate 2017 PSAT Data Chat to increase percent minority students in AP courses.	\$0.00
11	G1.B14.S1.A3	Start Project Graduation Teams to monitor student attendance and mastery of course standards.	\$0.00
12	G1.B14.S1.A4	PD training on Content/Texted-based Questions vs Standards-Based Questions: What's the Difference? Why does it Matter?	\$0.00
13	G1.B14.S1.A5	PD training: How to Align Discussion and Assessment Questions to the Standards	\$0.00
14	G1.B8.S1.A1	Administration and SLT will facilitate PLC Reboot Trainings to improve PLC effectiveness.	\$0.00
15	G1.B8.S1.A2	Administration and school leadership will develop and share with teachers example PLC meeting agendas and an outline of meeting topics indicating PLC focus.	\$0.00
16	G1.B8.S1.A3	Conduct PLC Learning Walks for the purpose of providing feedback	\$0.00
17	G1.B8.S1.A4	Facilitate Data Chat Trainings to review school-based District assessment results	\$0.00
Total:			\$0.00