

Deland High School

800 N HILL AVE, Deland, FL 32724

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	A*

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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.

2018-19 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 counselors are available to conduct both individual and small group sessions on topics determined by incidences requiring immediate intervention or response. School counselors also involve district student services personnel to assist with student groups.

The school is employing the use of Restorative Justice best practices in an informal manner as our

district develops its resources and implementation of districtwide RJ practices. This is being done as an added layer of intervention/prevention for students to repair any damage they may have caused.

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

DeLand High has implemented different polices and procedures to minimize classroom distractions during the school day. Students have been assigned fifty-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 encourage to lock their classroom door after the tardy bell and record student tardies in their Gradebooks.

The Faculty Handbook was updated to include clear procedures and expectations for our schoolwide behavioral plan and teacher action. The Handbook is located in a Faculty SharePoint site for easy access.

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 classrooms 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 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
- Bulldog Basics SEL and counseling components
- 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.

Safety Plans are developed and implemented for our LGBTQ students who express a need for additional support and safety on campus. This is developed in coordination with the district equity officer, school counselor, parent, student, and administration.

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. 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.

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 volunteering with any number 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 fourth Tuesday of each month during the school year. Partnerships have been forged with local community agencies to support student mentoring initiatives to provide mentoring and volunteer services for students. DHS clubs and organizations, school counselors, 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), School Messenger telecommunication messages by the principal, flyers, newsletters, on-site presentations, social media (Facebook, Twitter, Instagram) and other letters sent

home with students throughout the school year. DeLand High's school improvement plan goal are included on brochures, programs, and agendas presented to parents, community members, and business partners. Parents are provided information and resources to regularly access their student's gradebook and communicate regularly to faculty and school personnel. Partnerships have been forged with local community agencies to support student mentoring initiatives to provide mentoring and volunteer services for students.

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
- Academic Award Ceremonies
- Science Fair
- Social Studies Fair
- Family Literacy Events
- Community Meetings/Gatherings with local NAACP chapter, churches, community organizations, and families.

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
Sibio, Kimberly	Teacher, K-12
Lucero, Mike	Assistant Principal
Nehrig, Lisa	Teacher, K-12
Degirolmo, Mike	Assistant Principal
Ebbert, James	Teacher, K-12
Hardy, Cathy	Teacher, K-12
Lueth, Marylea	Teacher, ESE
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
Fuller, Tiffany	Assistant Principal
Tate, Alfredo	Teacher, K-12
Teorsky, Andrew	Teacher, K-12
Casey, Mari	Teacher, ESE
DeArman, Donna	Teacher, K-12
Lowenstein, James	Teacher, K-12
Nunez, Julia	School Counselor
Small, Nicole	Instructional Technology

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, English language arts and Reading 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 quarterly and prior to any professional learning event. Subject area Professional Learning Community teams meet weekly.

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.

PROJECT GRADUATION teams are comprised of 5 team members assigned to each graduating class for the purpose of analyzing student data (EWS, state & district assessments, Project 10, KEEP, etc.) to provide interventions and solutions for struggling students to ensure their pathway toward graduation. Each Project Graduation team meets quarterly (more if needed) to review data

and conduct data chats with students/parents.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Nehrig- SAC Chair	Teacher
Amanda Tyler	Parent
Mendi Camacho	Teacher
Dr. Cathy Cortes	Parent
Shelia Rees	Parent
Traci Tapp	Parent
Shelia Wilson	Parent
Deidre Jones	Parent
Alvin Gregg	Parent
Cindy Wolcott	Teacher
Audra Jolliffe	Parent
Jennifer Link	Parent
Sue Connell	Teacher
Viola Harbaugh	Teacher
Monica Sedore- Secretary	Teacher
Mary Dipadova-Garcia	Parent
Gabriella Camacho	Student
Tiffany Fuller	Teacher
Jill Boyington	Parent
Chloe Davis	Student
Dinel Ealy	Education Support Employee
Daniel Elliott	Student
Nicole Garbacik	Parent
Aaron Goldy	Education Support Employee
Alan Green	Parent
Christina Green	Teacher
Savannah Grimes	Student
Krystal Honeyghan	Student
Zachary Kelly	Student
Jennifer Mitchell	Teacher
Kyra Pienaar	Student
Mea Roberts	Student
Kate Spellacy	Student
Anthony Visconti	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

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 during the 2017-2018 school year which was used to help create the 2018-2019 School Improvement Plan. District interim assessment data for core content areas, attendance and discipline data, as well as graduation rate trends and data were provided throughout the year to keep the School Advisory Council and other stakeholders informed of progress toward the goal. Additionally, School Advisory Council members provided input toward the school improvement plan mid-year review. Ultimately, while several action steps were achieved and progress toward the goal was made, input suggested that increased clarity and communication were areas of focus for the next school year.

b. Development of this school improvement plan

The School Leadership Team with input from the School Advisory Council reviewed school data and climate survey feedback and highlighted areas of strength as well as areas for potential growth to identify points of focus in the creation of the 2018-2019 school improvement plan. After reviewing data that impacts graduation rates, a focus was placed on reducing student withdrawals, and increasing student access to advanced courses, as well as focusing on systems to better support all students throughout the learning process for improved student outcomes and experiences. From that reflection and other school data including state assessment and school discipline data, the school improvement plan began with a goal of supporting collaborative teams with data-driven practices that are student-centered as a means to improve student achievement.

The first School Advisory Council meeting of the 2018-2019 school year included sharing the school improvement plan one-pager and explaining the process undertaken by the school leadership team to develop the school improvement plan over the summer. Additionally, a synopsis of the school's summative data from the last four years was reviewed in analyzing trends that had occurred that lead to a lowered school grade. The district assessment specialist was booked to come back and review school grade data with the entire School Advisory Council so that members have a better understanding of all of the data and what it all means when grades are calculated. School Advisory Council members were provided with input forms to provide additional feedback toward the revision and completion of the 2018-2019 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 School Advisory Council meeting. School Improvement funding is used to support the achievement of the school improvement plan.

School Improvement funding is used to support professional learning for teachers to enhance best practices in standards-aligned instruction and pedagogy, tutoring for student success on state assessments, 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 and PLC 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.

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 several instructional requests that aligned with goals identified in the 2017-2018 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 2016-2017 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 2017-2018 school year:

CTE received \$1500.00 for machinery for the Agriculture department.

Math received \$650 for an online software subscription to support math tutoring and instruction.

PE received funding for iPads to run a strength and conditioning program for students.

ESE received funding for an enrichment program for students to participate with the Museum of Arts and Sciences.

Other approved General Funds Requests for the 2017-2018 school year included \$1,000.00 for 8th Hour Odyssey Lab to be opened after school allowing senior students to work to complete courses required for graduation, \$1,600.00 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), and \$6,000 to fund project graduation training to help students get on track and graduate on time with their class.

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
Fuller, Tiffany	Assistant Principal
Butchart, Shelia	Instructional Media
Conley, William	Teacher, K-12
Lueth, Marylea	Teacher, ESE
Wetter, Justin	Teacher, K-12
Hardy, Cathy	Teacher, K-12
Ebbert, James	Teacher, K-12
Nehrig, Lisa	Teacher, K-12
Sniffen, April	Teacher, K-12
Carr, Melissa	Principal
DeArman, Donna	Teacher, K-12
Vega, Issella	Teacher, K-12
McConkey, Ryan	Teacher, K-12
Elliot, Joanna	Teacher, K-12

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets quarterly to review data, share literacy strategies, 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 PLCs and collaborative teams with research-based literacy strategies that help all students achieve, including AVID process note-taking and technology tools that reinforce literacy skills. Literacy team members will be responsible for introducing strategies to their departments during Professional Learning Community meetings as well.

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.

Instructional Reviews, combined with administrative walk-throughs, curriculum coaching walks and school-based learning walks provide data to identify areas of strength and growth and how to collectively use one another's strengths to collective grow in practice to support and improve student learning.

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 Principals, Tiffany Fuller and Issella Vega, several mentor teachers, 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 2018-2019 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. Classroom visits and the modeling of lessons are practices of focus 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

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 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 Prep 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If collaborative teams are committed to data-driven practices that lead to deliberate, student-centered decisions, then student achievement at DeLand High School 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 collaborative teams are committed to data-driven practices that lead to deliberate, student-centered decisions, then student achievement at DeLand High School will increase. 1a

G100507

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
ELA/Reading Gains	54.0
Algebra I EOC Pass Rate	54.0
Geometry EOC Pass Rate	54.0
Bio I EOC Pass	70.0
4-Year Grad Rate (Standard Diploma)	80.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	54.0
Math Lowest 25% Gains	54.0
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of Professional Learning Communities (PLC) practices
- Lack of teacher/student buy-in and limited or fixed mindsets
- Lack of mutual understanding of the goal

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselors
- School Social Worker
- School's Website
- Technology devices
- District Curriculum Maps
- Bulldog Mentoring Program
- Teacher Mentors
- Scheduled time for Professional Learning Communities
- School Improvement Funds to provide professional learning trainings and resources
- School-based Early Release Professional Learning Days to train PLCs
- Strong, innovating leadership
- School Celebrations

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review Meeting

Person Responsible

Melissa Carr

Schedule

Monthly, from 10/1/2018 to 1/31/2019

Evidence of Completion

Mid-Year Review Submission

Plan to Monitor Progress Toward G1. 8

SLT Meetings

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 5/28/2018 to 6/28/2019

Evidence of Completion

Agendas, ERPL Plans and presentations

Plan to Monitor Progress Toward G1. 8

SIP End of Year Review

Person Responsible

Melissa Carr

Schedule

Monthly, from 4/1/2019 to 5/31/2019

Evidence of Completion

SIP End of Year Submission

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 collaborative teams are committed to data-driven practices that lead to deliberate, student-centered decisions, then student achievement at DeLand High School will increase. 1

G100507

G1.B3 Lack of Professional Learning Communities (PLC) practices 2

B271010

G1.B3.S1 Develop effective PLC practices 4

S286918

Strategy Rationale

Effective PLCs are a research-based system that targets making data-driven instructional decisions that impact and improve learning for all students.

Action Step 1 5

Analyze data from PLC self-assessment for strengths and weaknesses.

Person Responsible

Melissa Carr

Schedule

Monthly, from 4/11/2018 to 6/6/2018

Evidence of Completion

PLC Survey Data

Action Step 2 5

Attend PLC Institute Training

Person Responsible

Issella Vega

Schedule

Daily, from 5/30/2018 to 6/1/2018

Evidence of Completion

Agendas, handouts

Action Step 3 5

Develop plan of action for professional learning and PLC practices, including non-negotiables and systemic practices. [copy]

Person Responsible

Issella Vega

Schedule

Weekly, from 7/16/2018 to 8/24/2018

Evidence of Completion

Expectations, timelines/deadlines, and PLC core presentation

Action Step 4 5

Train the Trainers

Person Responsible

Issella Vega

Schedule

On 7/24/2018

Evidence of Completion

Agenda, Sign-in Sheet, Presentation

Action Step 5 5

Train faculty in PLC Practices.

Person Responsible

Issella Vega

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Agendas, Sign-in Sheets, Presentations

Action Step 6 5

Teachers participate in PLC cycles with support and feedback from administration and PLC core team

Person Responsible

Issella Vega

Schedule

Weekly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Microsoft PLC Teams agendas, minutes and conversations records

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

PLCs and administration will monitor Microsoft Teams PLC share sites for implementation of PLC tenets.

Person Responsible

Issella Vega

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Notes and minutes, Student Data Analysis sheets

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

Conduct classroom observations for evidence of PLC practices within classroom instruction.

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 8/29/2018 to 4/5/2019

Evidence of Completion

Learning Walk summary data

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

Create and monitor PLC schedule.

Person Responsible

Issella Vega

Schedule

Weekly, from 8/10/2018 to 5/17/2019

Evidence of Completion

Administrator walk thrus and PLC minutes

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

Administration will conduct walk thrus and provide feedback on PLC effectiveness based on PLC tenets.

Person Responsible

Melissa Carr

Schedule

Monthly, from 9/4/2018 to 4/19/2019

Evidence of Completion

PLC discussions, common assessments, PLC minutes, administrative feedback

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

PLCs and administration will use PLC implementation rubrics to assess progress and growth in PLC practices.

Person Responsible

Melissa Carr

Schedule

Semiannually, from 8/29/2018 to 5/29/2019

Evidence of Completion

PLC Implementation Rubrics, Walk-through/Learning Walk Notes

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

Review and reflect upon learning walk data summaries.

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 8/29/2018 to 4/5/2019


Evidence of Completion

Learning walk data tools, reflections, action plans

G1.B6 Lack of teacher/student buy-in and limited or fixed mindsets **2**

 B271013

G1.B6.S1 Foster and encourage a growth mindset for all stakeholders. **4**

 S286919

Strategy Rationale

Positive attitudes, beliefs and actions facilitate greater opportunities for collective efficacy mastery experiences, which will positively impact learning environment and student achievement

Action Step 1 **5**

Provide celebrations of success and promotion of mastery experiences.

Person Responsible

Melissa Carr

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Agendas, Programs, Invitations, Announcements

Action Step 2 **5**

Conduct Faculty Learning Walks to identify positive trends to share among classrooms.

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 9/27/2018 to 4/26/2019

Evidence of Completion

Learning Walk Agenda, Schedule and Summary Data

Action Step 3 5

Support faculty in the purposeful integration of technology.

Person Responsible

Issella Vega

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Learning walk summary data, Wander in Wednesdays,

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

Hold and promote mastery experience celebrations.

Person Responsible

Melissa Carr

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

PLC minutes, social media promotions, invitations, programs, classroom and school celebrations, positive promotion bulletin boards

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

Conduct classroom observations and learning walks for technology integration and growth indicators to celebrate.

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion

learning walk data and feedback

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

Hold and promote Wander in Wednesday for technology support.

Person Responsible

Issella Vega

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign-in sheets, promotions

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

Hold and facilitate technology book study.

Person Responsible

Issella Vega

Schedule

Monthly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Book study discussion and application

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

Collect survey feedback from stakeholders

Person Responsible

Tiffany Fuller

Schedule

Triannually, from 8/6/2018 to 5/31/2019

Evidence of Completion

Surveys and data

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

Hold Wander in Wednesdays.

Person Responsible

Issella Vega

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign-in sheets, participant reflections and feedback

G1.B13 Lack of mutual understanding of the goal 2

 B271020

G1.B13.S1 Focus on multifaceted and repeated communication of the goal to all stakeholders. 4

 S286922

Strategy Rationale

ensuring that every stakeholder is inundated with the goal in terms that they understand will help it take root and gain greater traction for all involved to support and help actualize it.

Action Step 1 5

Explain the process and journey taken to develop the SIP goal to all stakeholders.

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 7/23/2018 to 1/31/2019

Evidence of Completion

agendas, minutes, SIP one-pager, websites, social media

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

Communicate SIP goal and journey to faculty

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 8/7/2018 to 1/31/2019

Evidence of Completion

Agendas, Minutes, Sign-In Sheets

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

Student Assemblies

Person Responsible

Lashawn Troutman

Schedule

Weekly, from 8/13/2018 to 9/7/2018

Evidence of Completion

Grade-level assembly presentation

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

SAC Meetings and Community Events

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 8/30/2018 to 1/31/2019

Evidence of Completion

Agendas, Minutes, and Sign-In Sheets

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

Open House

Person Responsible

Tiffany Fuller

Schedule

On 8/27/2018

Evidence of Completion

Posters, flyers, sign-in sheets, presentation

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

Exit surveys and feedback collection forms

Person Responsible

Tiffany Fuller

Schedule

Quarterly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Survey data

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

PLC and SAC Discussion

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Microsoft PLC Teams and SAC Minutes

V. Professional Development Opportunities

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

G1. If collaborative teams are committed to data-driven practices that lead to deliberate, student-centered decisions, then student achievement at DeLand High School will increase.

G1.B3 Lack of Professional Learning Communities (PLC) practices

G1.B3.S1 Develop effective PLC practices

PD Opportunity 1

Analyze data from PLC self-assessment for strengths and weaknesses.

Facilitator

Dr. Melissa Carr, SLT Members

Participants

Faculty and Administration

Schedule

Monthly, from 4/11/2018 to 6/6/2018

PD Opportunity 2

Attend PLC Institute Training

Facilitator

Solution Tree

Participants

I. Vega, C. Hardy, K. Sibio, M. Lueth, M. Sedore, C. Dowdell

Schedule

Daily, from 5/30/2018 to 6/1/2018

PD Opportunity 3

Train the Trainers

Facilitator

PLC Institute Attendees (Hardy, Sibio, Dowdell, Lueth, Sedore, Vega)

Participants

Instructional Leaders, Project Graduation Teams and administration

Schedule

On 7/24/2018

PD Opportunity 4

Train faculty in PLC Practices.

Facilitator

PLC Institute Attendees (Hardy, Sibio, Dowdell, Lueth, Sedore, Vega)

Participants

Faculty and administration

Schedule

Monthly, from 8/7/2018 to 5/31/2019

G1.B6 Lack of teacher/student buy-in and limited or fixed mindsets

G1.B6.S1 Foster and encourage a growth mindset for all stakeholders.

PD Opportunity 1

Conduct Faculty Learning Walks to identify positive trends to share among classrooms.

Facilitator

Fuller

Participants

Faculty

Schedule

Quarterly, from 9/27/2018 to 4/26/2019

PD Opportunity 2

Support faculty in the purposeful integration of technology.

Facilitator

I. Vega, N. Small, M. Butchart, F. Aida

Participants

Faculty

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G1.B13 Lack of mutual understanding of the goal

G1.B13.S1 Focus on multifaceted and repeated communication of the goal to all stakeholders.

PD Opportunity 1

Explain the process and journey taken to develop the SIP goal to all stakeholders.

Facilitator

SLT Members

Participants

Faculty, School Advisory Council members, students

Schedule

Quarterly, from 7/23/2018 to 1/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B13.S1.A1	Explain the process and journey taken to develop the SIP goal to all stakeholders.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1453 - Deland High School	School Improvement Funds		\$750.00
2	G1.B3.S1.A1	Analyze data from PLC self-assessment for strengths and weaknesses.				\$0.00
3	G1.B3.S1.A2	Attend PLC Institute Training				\$0.00
4	G1.B3.S1.A3	Develop plan of action for professional learning and PLC practices, including non-negotiables and systemic practices. [copy]				\$0.00
5	G1.B3.S1.A4	Train the Trainers				\$0.00
6	G1.B3.S1.A5	Train faculty in PLC Practices.				\$0.00
7	G1.B3.S1.A6	Teachers participate in PLC cycles with support and feedback from administration and PLC core team				\$0.00
8	G1.B6.S1.A1	Provide celebrations of success and promotion of mastery experiences.				\$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1453 - Deland High School	School Improvement Funds		\$3,750.00
9	G1.B6.S1.A2	Conduct Faculty Learning Walks to identify positive trends to share among classrooms.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1453 - Deland High School	School Improvement Funds		\$8,000.00
10	G1.B6.S1.A3	Support faculty in the purposeful integration of technology.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1453 - Deland High School	School Improvement Funds		\$1,000.00
Total:						\$13,500.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B3.S1.A2 A388540	Attend PLC Institute Training	Vega, Issella	5/30/2018	Agendas, handouts	6/1/2018 daily
G1.B3.S1.A1 A388539	Analyze data from PLC self-assessment for strengths and weaknesses.	Carr, Melissa	4/11/2018	PLC Survey Data	6/6/2018 monthly
G1.B3.S1.A4 A388542	Train the Trainers	Vega, Issella	7/23/2018	Agenda, Sign-in Sheet, Presentation	7/24/2018 one-time
G1.B3.S1.A3 A388541	Develop plan of action for professional learning and PLC practices, including non-negotiables and...	Vega, Issella	7/16/2018	Expectations, timelines/deadlines, and PLC core presentation	8/24/2018 weekly
G1.B13.S1.MA4 M424591	Open House	Fuller, Tiffany	8/27/2018	Posters, flyers, sign-in sheets, presentation	8/27/2018 one-time
G1.B13.S1.MA2 M424589	Student Assemblies	Troutman, Lashawn	8/13/2018	Grade-level assembly presentation	9/7/2018 weekly
G1.MA1 M424592	SIP Mid-Year Review Meeting	Carr, Melissa	10/1/2018	Mid-Year Review Submission	1/31/2019 monthly
G1.B13.S1.MA1 M424588	Communicate SIP goal and journey to faculty	Fuller, Tiffany	8/7/2018	Agendas, Minutes, Sign-In Sheets	1/31/2019 monthly
G1.B13.S1.MA3 M424590	SAC Meetings and Community Events	Fuller, Tiffany	8/30/2018	Agendas, Minutes, and Sign-In Sheets	1/31/2019 monthly
G1.B13.S1.A1 A388557	Explain the process and journey taken to develop the SIP goal to all stakeholders.	Fuller, Tiffany	7/23/2018	agendas, minutes, SIP one-pager, websites, social media	1/31/2019 quarterly
G1.B3.S1.MA6 M424570	Review and reflect upon learning walk data summaries.	Fuller, Tiffany	8/29/2018	Learning walk data tools, reflections, action plans	4/5/2019 quarterly
G1.B3.S1.MA2 M424572	Conduct classroom observations for evidence of PLC practices within classroom instruction.	Fuller, Tiffany	8/29/2018	Learning Walk summary data	4/5/2019 quarterly
G1.B3.S1.MA1 M424568	Administration will conduct walk thrus and provide feedback on PLC effectiveness based on PLC...	Carr, Melissa	9/4/2018	PLC discussions, common assessments, PLC minutes, administrative feedback	4/19/2019 monthly
G1.B6.S1.A2 A388546	Conduct Faculty Learning Walks to identify positive trends to share among classrooms.	Fuller, Tiffany	9/27/2018	Learning Walk Agenda, Schedule and Summary Data	4/26/2019 quarterly
G1.B3.S1.MA3 M424573	Create and monitor PLC schedule.	Vega, Issella	8/10/2018	Administrator walk thrus and PLC minutes	5/17/2019 weekly
G1.B3.S1.MA3 M424569	PLCs and administration will use PLC implementation rubrics to assess progress and growth in PLC...	Carr, Melissa	8/29/2018	PLC Implementation Rubrics, Walk-through/Learning Walk Notes	5/29/2019 semiannually
G1.MA3 M424594	SIP End of Year Review	Carr, Melissa	4/1/2019	SIP End of Year Submission	5/31/2019 monthly
G1.B3.S1.MA1 M424571	PLCs and administration will monitor Microsoft Teams PLC share sites for implementation of PLC...	Vega, Issella	8/13/2018	PLC Notes and minutes, Student Data Analysis sheets	5/31/2019 weekly
G1.B3.S1.A5 A388543	Train faculty in PLC Practices.	Vega, Issella	8/7/2018	Agendas, Sign-in Sheets, Presentations	5/31/2019 monthly
G1.B3.S1.A6 A388544	Teachers participate in PLC cycles with support and feedback from administration and PLC core team	Vega, Issella	8/7/2018	Microsoft PLC Teams agendas, minutes and conversations records	5/31/2019 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1 M424574	Collect survey feedback from stakeholders	Fuller, Tiffany	8/6/2018	Surveys and data	5/31/2019 triannually
G1.B6.S1.MA2 M424575	Hold Wander in Wednesdays.	Vega, Issella	8/13/2018	Sign-in sheets, participant reflections and feedback	5/31/2019 monthly
G1.B6.S1.MA1 M424576	Hold and promote mastery experience celebrations.	Carr, Melissa	8/6/2018	PLC minutes, social media promotions, invitations, programs, classroom and school celebrations, positive promotion bulletin boards	5/31/2019 monthly
G1.B6.S1.MA2 M424577	Conduct classroom observations and learning walks for technology integration and growth indicators...	Fuller, Tiffany	8/27/2018	learning walk data and feedback	5/31/2019 quarterly
G1.B6.S1.MA4 M424578	Hold and promote Wander in Wednesday for technology support.	Vega, Issella	8/13/2018	Sign-in sheets, promotions	5/31/2019 monthly
G1.B6.S1.MA6 M424579	Hold and facilitate technology book study.	Vega, Issella	9/24/2018	Book study discussion and application	5/31/2019 monthly
G1.B6.S1.A1 A388545	Provide celebrations of success and promotion of mastery experiences.	Carr, Melissa	8/7/2018	Agendas, Programs, Invitations, Announcements	5/31/2019 monthly
G1.B6.S1.A3 A388547	Support faculty in the purposeful integration of technology.	Vega, Issella	8/13/2018	Learning walk summary data, Wander in Wednesdays,	5/31/2019 monthly
G1.B13.S1.MA1 M424586	Exit surveys and feedback collection forms	Fuller, Tiffany	8/7/2018	Survey data	5/31/2019 quarterly
G1.B13.S1.MA6 M424587	PLC and SAC Discussion	Fuller, Tiffany	8/7/2018	Microsoft PLC Teams and SAC Minutes	5/31/2019 monthly
G1.MA2 M424593	SLT Meetings	Fuller, Tiffany	5/28/2018	Agendas, ERPL Plans and presentations	6/28/2019 monthly