

Volusia County Schools

Deltona High School



2018-19 Schoolwide Improvement Plan

Deltona High School

100 WOLF PACK RUN, Deltona, FL 32725

<http://dhsolves.com/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2017-18 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">61%</p>

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

b. Provide the school's vision statement.

As stated in all of Volusia County Schools:

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

2. School Environment

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

Deltona High School is a diverse educational environment filled with people that come from a variety of cultures, backgrounds, and experiences. This creates a diverse and strong team of students, teachers, and staff. The DHS team is dedicated to learning and growing relating to cultural backgrounds of our students to create stronger relationships between our students, teachers, and staff. The culture of DHS is built on a variety of different influences including socioeconomic background, shared beliefs and values, and heritage. This year, with the additional factors of Title 1 funds and a working relationship with Instructional Partners, we are hoping to increase focus and awareness on the factors that influence achievement in this particular area. We are hoping with the addition of positions like Parent Liaison, Grad Assurance TOA, and Academic Intervention teacher that we can learn more and build stronger relationships to keep moving forward.

The most important way that these relationships are formed is through awareness of our students and their backgrounds and cultures. One way that we learn more about our students is through our “Welcoming Our Wolves” day that occurs on the very first day for our incoming Freshmen class. During this day, students get a chance to interact with their new teachers and school. They find out about DHS and we find out about them. This creates a special bond that teachers and staff continue to build upon throughout the year. This day is the on-campus experience that allows the bond between students and staff to continue building, however, many additional pieces are put in to place prior to this first on campus day. Prior to students arriving there are many events such as registration nights, CTE Nights, and High School Showcase that allow students and parents to start building a scaffolding of mutual trust and shared beliefs to start building the relationships that are key to success.

Another way is by celebrating our diversity with events on campus. One of the new events that we are planning for this year is our Conversational English class that we are offering to parents and students after school on campus. We have other events to build these relationships such as our “Hispanic Heritage Month” and “Black History Month” activities. We have staff members that create vibrant and interactive presentations for our staff and students that celebrates the beauty in our backgrounds. We also have business partners in the community, for example the Volusia Hispanic Chamber, that holds special events on campus such as Job Fairs. This creates relationships between our school and our community.

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

These activities include the annual Open House where parents and teachers can establish an open line of communication, the annual showcase where students and their families can come out to see the many programs and activities Deltona High School has to offer, and Freshman Orientation during the summer.

We offer a plethora of athletic teams, including; volleyball, football, girls and boys basketball, boys and girls soccer, boys golf, girls tennis, cheerleading, girls flag football, softball, girls and boys weightlifting, wrestling and baseball. Additionally, we have a number of opportunities for students to participate in clubs and organizations, these include; DECA, HOSA, FFA, JROTC, SGA, MAT, NHS, NEHS, Rho Kappa, ECO club, SETA, Key Club, Academic Team, AVID, Culinary Club, Science Olympiad, HOWL, FCA, Band, and Chorus. These activities provide students with another adult on campus to celebrate diversity, backgrounds, and build relationships.

Finally, within our curriculum at DHS, we offer a chance to study many different aspects of history and literature that highlight diverse cultures, heritages, and experiences. These aspects of education create a well-rounded student that has an awareness of many different areas of diversity.

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

Deltona High is committed to the safety and security of each and every one of our students before, during, and after school. The safety and security of school is a complex and tiered system to offer security.

One of the ways we create this environment is to have a highly trained staff. Many members of our team have been trained in de-escalation and safety and security procedures and NSI training. In addition, we have a highly qualified school counseling staff that creates a safe space for students in a number of different ways. As part of the message of support, students are informed of the "Bully Harassment" forms made available in the office if a student feels he or she is being made uncomfortable in any way. Quick action is taken to ensure all parties are met with and the issue is discussed, then resolved. We rely on the campus advisors, school counselors, the office of conduct management, and our school resources officer to lend a hand and an ear in these matters. A number of teachers on campus, who are trained to pick up on behaviors that reflect a student's well-being, often open their rooms to students before and after school to ensure everyone feels they have a safe place no matter what time of day they are on campus. Extra-curricular activities and sports promote and foster safe places where students can express themselves and feel a part of something special. All of these steps taken to ensure student safety are overseen by our campus administrative team who offers school-wide supervision before school, between and during classes as well as during lunch and after school. There is a feeling of safety as a result of the many precautions our staff takes for the sake of all students. Many policies and procedures are in place for the protection of a safe and secure learning environment for all. The most important part of safety is proactively building those relationships throughout the school day. Our team works incredibly hard to make one on one connections with as many students as possible to curtail behaviors and to encourage the "Deltona Way".

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

The Deltona Way is to ensure that bell to bell teaching of rigorous standards can take place each and every day. Our staff is trained on classroom expectations from the very beginning of the year to ensure that all classrooms have clear and consistent expectations. This occurs throughout the year during ERPLs, PLC time, and during our New Wolves meetings. The teachers are the primary set of eyes that can aid in minimizing distracting behaviors. This begins with effective classroom management. As part of the new teacher initiation, all beginning educators must complete a

classroom management course known as CHAMPS. This course offers alternative ways to engage students and diffuse disruption.

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

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

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

3. Early Warning Systems

The school's response to this section may 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.

Deltona High School works as a team to ensure that students are having proper interventions early on to ensure academic success. One of the ways is to monitor the Early Warning System in addition to the Project 10 data to ensure that students exhibiting declining academic or behavioral actions will have additional support in place to ensure success. The EWS is a report that we pull quarterly to assess the needs of our students that are struggling. These include indicators are as follows:

- Attendance below 90%
- Year to date suspensions
- Course failure in ELA or Math
- Level 1 score on the statewide, standardized assessment in ELA or Math

Pursuant to Florida statute, any student who meets at least 2 of the aforementioned indicators is identifies on teh Early Warning 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	74	58	67	39	238
One or more suspensions	0	0	0	0	0	0	0	0	0	16	2	4	1	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	113	123	88	90	414
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	148	260	192	237	837

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	30	21	17	9	77

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

This year, our Grad Assurance teachers will work closely with the students that are showing up on the Early Warning System, as well as the students showing up on the lowest quartile lists. Our Grad Assurance teachers have already begun to call students down, make a gameplan for success, and come up with individualized plans to help students succeed across all different disciplines. Many intervention strategies are in place at various levels at Deltona High School. The first step is to monitor students identified on the early warning system and put proper resources in place. Some of intervention strategies include monitoring by the school counselors meeting with the students one on one and holding a variety of conferences. Information is collected and examine by the School Leadership Team and Administrative Team and data analysis takes place with our PLCs across campus. Teachers are given access to a multitude of data sources to understand the "full student" and provide students with many ways to improve academic performance. Our school coaches also study student data sources including the Project 10 data and EWS to locate students that would benefit from tutoring and special programs on campus. We have a very individualized style of education and provide many opportunities for students to be successful.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662909>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Deltona High School realizes the importance of community involvement for success of any kind to be truly a collective effort. Knowing the work of community members and the profession of education, we assist local schools - Daytona State College, Bethune-Cookman University, UCF, and Stetson University - in preparing their students for real-world teaching by allowing internship opportunities. Not only is Deltona High School committed to the success of future teachers and the community, it is also committed to our own students and thus, we provide a number of volunteer opportunities for our students in the communities. We prepare them with a course in volunteering and encourage their participation with several local business, many of whom we work with as partners. We have a wide variety of business partners and are always expanding our partnerships with businesses throughout the community. These businesses continually help to support our school needs and aid our students in the development of professional, interpersonal, and social skill development. In an effort to build and sustain these relationships, we invite a number of guest speakers to participate in classroom opportunities and share with the students both their knowledge and their time to assist in student developed expertise. These partnerships are fostered in a variety of ways including the partnerships that our principal has built in our community and the partnerships our CTE programs and academies have built over the years.

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
Carbonell, Carolyn	Principal
Sterrett-Pegg, Judy	Instructional Coach
Lapnow, Christina	Assistant Principal
Cowan, Ky	Dean
Beavers, Deb	Teacher, K-12
Chase, Michael	Teacher, K-12
Grieve, Bobbie Jo	Teacher, K-12
Micallef, Michael	Assistant Principal
Brennan, Joseph	Teacher, K-12
Carson, Julia	Teacher, K-12
Gawriluk, Vicki	Teacher, K-12
Koslow, Janine	Teacher, K-12
Zarbo, Alisha	Teacher, K-12
Emerick Brown, Dylan	Teacher, K-12
Baker, Jason	Instructional Coach
Garthwaite, Kristy	Teacher, K-12
Velez, Eidie	Assistant Principal
Rayner, Abaco	School Counselor

b. Duties

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

This team as a whole works together to set the common vision for Deltona High School. Every year, we work to grow this team and align the vision. This team meets regularly with a set agenda, open discourse, and set norms to create a growth mindset for all staff and students. This team utilizes data from a number of outlets and has discussions about growth utilizing that data. This team also creates and utilizes the school improvement plan as living document that grows throughout the year to create a stronger team.

Principal: Provides a common vision for the use of data-based decision-making and goal setting. She provides direction for professional learning and instructional focus. The role also includes chief communicator with all stakeholders through various means of delivery.

Administrative Team: Shares data, best practices, provides feedback and focus to classroom teachers and staff members.

Coaches: Work to set the norms, agenda, and provide insight.

School Leadership Team: Team members provide instruction, participate in student data collection, and share in best practices at learning opportunities. Team members also share insight into goal setting and school focus as well as serving as models for best practices across the campus.

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.

The School Leadership team has multiple layers that work to move forward and align all resources to meet the needs of all students for success. The principal sets the vision and organizes the resources available for the year. The process starts in the summer with the SLT including the administrative team. The team meets and follows the 8 step process in the summer and then followed up with our full SLT, our School Advisory Council, and then our full staff.

This process began when we reviewed our data to determine this year's focus. Next, we reviewed possible barriers and resources. We prioritized action step and implementation, monitoring and review for fidelity.

Resources include:

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

Plan to monitor progress:

We will conduct data analysis with PLCs and the support administration and coaches. Additionally, we will monitor state assessments and the graduation rate to ensure our goals are met. These occur in a very formal and organized fashion in the fall and in the spring with all members of the team including the school psychologist and school liaisons. They also occur on a smaller scale at weekly administrative meetings, monthly SLT and SAC meetings, and weekly PLC meetings.

Feedback and monitoring occur in a number of ways including:

Professional Learning (ERPL) and PLCs

- Training for Professional Development
- Shifts- standards referenced
- Classroom management
- Student Engagement
- Setting "Deltona Way" expectations

Feedback and monitoring

- Coaching

- Administration
- Learning Walks
- VSET observation
- Lesson plan
- Data notebook checks
- Lesson plan checks
- Learning walks
- Rubrics -IPG

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Principal
Carolyn Carbonell	Principal
Lt. Col. Moore-Lobaan	Teacher
Christina Lapnow	Principal
Amy Wilder	Parent
Donesha Goodson Collado	Parent
Sandra Galuppo	Parent
Nancy King	Parent
Teri Pfister	Parent
Judy Sterrett-Pegg	Teacher
Tammy Buckler	Parent
Richard Buckler	Parent
Lizzette Lebron	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

During our August SAC meeting and our September SAC meeting, we discussed our School Improvement Plan from last year and our plan for this year and reviewed the trend data from the past few years. The curriculum assistant principal presented many different data sources as well as previous goals. The goal for this year was presented and discussed and parents asked questions and provided input.

b. Development of this school improvement plan

The SLT committee reviewed data and implemented the 8 step planning and problem solving process during the summer SLT workshop. After working through this process it was determined that our focus would be implementing standards- aligned learning in every lesson, in every class, every day, to promote student achievement with a focus on the individual student data.

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

SAC funds have yet to be released and there is no timeline for these funds as of this date. however, when they are released, we will advertise these funds to our school staff. These funds will be made available to all teachers in the form of SAC grants. Teachers will be required to submit SAC grants in person and explain how the grant works to meet the need of the SIP.

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

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
	Teacher, K-12
Sterrett-Pegg, Judy	Instructional Coach
Carbonell, Carolyn	Principal
Cowan, Ky	Dean
Lastowski, Jennifer	Instructional Coach
O'Brien, Maria	Teacher, K-12
Micallef, Michael	Assistant Principal
Beavers, Deb	Teacher, K-12
Emerick Brown, Dylan	Teacher, K-12
Grieve, Bobbie Jo	Teacher, K-12
Lapnow, Christina	Assistant Principal
Brennan, Joseph	Teacher, K-12
Carson, Julia	Teacher, K-12
Gawriluk, Vicki	Teacher, K-12
Koslow, Janine	Teacher, K-12
Zarbo, Alisha	Teacher, K-12
Baker, Jason	Instructional Coach
Garthwaite, Kristy	Teacher, K-12
Rayner, Abaco	School Counselor
Velez, Eidie	Assistant Principal

b. Duties

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

The overall goal of our SLT/LT is to ensure that the standards are being taught to the depth and rigor as outlined by the state. At the beginning of each year, the Literacy Team sets goals aligned with the School Improvement Plan, identified department needs, district priorities, and student achievement data. We will continue to focus on the three literacy shifts: building knowledge through content-rich nonfiction, regular practice with complex text and academic language, and reading, writing, and speaking grounded in evidence from text, both literary and informational. In order to help guide the teachers in addressing these standards, the following implementation guidelines were included; students will learn and consistently use reading, writing and speaking strategies throughout the year. We will also continue to assist teachers in improving their instruction in both academic and content area vocabulary. This will be accomplished through the use of appropriately chosen and implemented instructional strategies, including WICOR strategies for this school year. In addition, we are working with Instructional Partners to align our classes to the standards and to the depth of that the standards require. We are starting with our literacy classrooms, but plan to expand this initiative throughout the whole school.

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.

Deltona High School has various weekly and/or monthly meetings to encourage positive relationships, to collaborate and to align and create rigorous instruction, and to analyze data needs. Some of these meetings include: ALT, SLT, Advanced Placement, Cambridge, New Wolves, Administrative meetings, school counseling, academic team, coaches meetings, and department meeting to disseminate information and share best practices. These meetings are in addition to the PLC working meetings each grade level team schedules. There is a minimum requirement to meet once twice a month, but often our teams meet several days at lunch or after school to address planning, differentiation, content and academic vocabulary, text based writing ideas, etc.

There are arranged data days throughout the year that allow teachers to review performance criteria and scores of students. This work enriches the instruction the students receive and the conversations about scoring lends to teacher's developed understanding of the shared process. Professional development is offered through the district and, for some courses, department members are encouraged to attend together in order to return with a lesson or activity they can share with their colleagues and implement with their students. On campus, we have several academic coaches that assist with the development of curriculum materials for new and veteran teachers. This system ensures that teachers always have a resource and a sounding board for new ideas. PARS (peer assistance reviewers) are assigned to each new teacher who help with classroom implementation of shared best practices and behavior management. The opportunities allow teachers time to work alongside their colleagues to build a positive morale and to build their collaborative network of planning and instruction.

Additional Activities and Initiatives to improve collaborative teaching:

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

PLCs – with VSET feedback – twice a month

Additional professional learning opportunities - ERPL

New Wolves Meetings

Coaching Days – VSET administrators

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

Coaches working with PLCs and individual classroom teachers

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

Peer tutoring

Data Days – English, Math, Science

AWARE program
Freshman Transition Program – WOW day
Instructional Notebooks
DHS website
Common planning/PLC classroom alignment
Data presentations
SLT Data Walks/ Learning Walks

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Deltona High is a data-driven school which utilizes data in a number of ways. The first being bi-annual "Data Analysis Sessions" with our faculty and staff. The team consists of SLT members, Administrative team, the school psychologist, the school counseling team, and district liaisons to look at data, discuss implications, and to come up with a plan to move forward. We also review data at staff meetings and talking about the implications on our practice. We had SIP reviews as a team

multiple times throughout the year and looked at not only state assessments, but behavioral, attendance, and classroom data, as well. We also implement "Data Days" for our Literacy Department, Math Department, and Science Department that are lead by our instructional coaches. These days were used to go "in depth" with DIA data, SMT data, individual student data, and state standardized assessments. As a result of that initiative, we have developed several programs that allow for the added instruction and time that students need. We schedule our some of our struggling students into intensive programs such as Intensive Reading to give them additional support. We also have many "bootcamp" opportunities throughout the year after school and on Saturdays to give additional support to students. All teachers are available Monday through Thursday for extra tutoring times during lunch.

Classroom teachers utilize data to monitor student success. Teachers assist students who have fallen behind, did not attain a skill, or have not mastered a concept through remediation. For the students who still find they need more time or the ability to work at their own pace, we offer and support programs such as virtual school and credit retrieval. Most recently, we added blended courses to our curriculum which allows students face to face time in addition to online self paced learning.

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

Strategy: Summer Program

Minutes added to school year:

Summer Programs are in place for a number of Deltona High Students. Some summer programs include a STEM program/Biology Bootcamp program, an extended ESE program for Multi students, and a summer Algebra bootcamp.

Strategy Rationale

These extended summer programs give our students multiple opportunities for growth and development in academic and social skills.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

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

Data is collected through state assessments for the Biology and Algebra programs. Data is collected through IEP data for the ESE students that go to the summer program.

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.

Deltona High School has a number of strategies to support our cohorts of students. One way is through interventions planned in advance for student success including: class meetings, class workshops, and a designated school counselor for each cohort that tracks and monitors their individual progress.

The DHS team has also planned and implemented the Freshman Transition Program - "WOW- Welcoming Our Wolves". For three years, we have had a Freshman only first day on campus for only the incoming 9th grade students to attend, delaying the school start date of upper classman by one day. Bringing the freshman students in a day early allowed them gain valuable information regarding the campus, academic expectations, school culture, study skills, and school activities and programs. Evidence shows that the transition from 8th to 9th grade can be one of the most challenging shifts for students. This program was designed to help students better matriculate from middle to high school. The Freshman Transition Committee, Administration, and the SLT continues to track the 9th graders progress to determine if there is a lasting effect.

Additionally, each year as students arrive at Deltona, they are convened as a grade level cohort for a back to school assembly, reminding them of policies which stand from the previous year and informing them of the new. Using data, these students - freshmen and upper classmen alike, are placed in classes most fitting to their skill level and interests. These interest are gauged at the end of each school year when students have the opportunity to schedule courses for the following year. These courses include Advanced Placement options, AVID courses, Dual Enrollment, and special academies and programs that are unique to DHS. Several college days and recruiter visits are arranged for the upperclassmen to assist in determining their future plans. In addition, SAT and ACT testing is encouraged, beginning with the PSAT in 10th grade and continually encouraged in the 11th and 12th grade courses.

b. College and Career Readiness

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

Deltona High offers a variety of strategies to advance college and career awareness. Our most successful programs are our Health Academy and Food and Science Agricultural Academy that partner with dozens of businesses and partners to create a meaningful connection between the school, curriculum, and life in the field. We also have many programs geared towards career readiness such as our JROTC program, our Multimedia program, our Television Production program, our Culinary Program, Building/Construction Program, and our Child Development Program. The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.

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

The school offers students elective courses in art, business, technology, and career study. Many of our students receive certifications in CTE courses that they can apply in their prospective career fields and in college.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

- Dual Enrollment
- Health Services Academy
- Food and Agricultural Science Academy
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- College Tours
- College Rep Visits
- College Prep English Class for Seniors

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

According to the most up to date High School Feedback Report (and the data from more recent years), Deltona High School has increased in some areas and has decreased in others. This year, we have aligned all PLCs, ERPLs, and PLs to our school goal to improve student achievement.

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 we increase knowledge of our students and provide standards- aligned learning in every lesson, in every class, every day, 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 we increase knowledge of our students and provide standards- aligned learning in every lesson, in every class, every day, then student achievement will increase. 1a

G100563

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Effective use of training
- Knowledge of student- meeting the needs of the whole student including social-emotional needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coaches
- Technology
- Professional Learning
- SLT/ALT/Admin teams
- Effective PLC teams
- Stakeholders
- County Specialists
- Data Walks
- Common planning time
- CPALMS
- Achieve the Core
- Teacher leaders
- PLC time

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Carolyn Carbonell

Schedule

Monthly, from 8/9/2018 to 8/31/2019

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase knowledge of our students and provide standards- aligned learning in every lesson, in every class, every day, then student achievement will increase. 1

G100563

G1.B1 Effective use of training 2

B271269

G1.B1.S1 Provide training on Florida Standards, Shifts, Core Actions 4

S287138

Strategy Rationale

Mandatory professional learning for all on how to implement the standards in every class

Action Step 1 5

Plan for training on Florida Standards, Shifts, Core Actions

Person Responsible

Carolyn Carbonell

Schedule

Weekly, from 8/6/2018 to 6/1/2019

Evidence of Completion

The implementation of standards-aligned learning in all lesson plans.

Action Step 2 5

All professional learning opportunities will be aligned and focused on training staff to the standards - including ERPLs

Person Responsible

Carolyn Carbonell

Schedule

Monthly, from 8/6/2018 to 6/1/2019

Evidence of Completion

Agendas, Lesson plans

Action Step 3 5

Monitoring PLCs throughout the school year -- providing feedback

Person Responsible

Carolyn Carbonell

Schedule

On 6/1/2019

Evidence of Completion

Minutes and agendas collected and given feedback by administrative team

Action Step 4 5

Analyze data of students and feedback from teachers, parents, staff, and community to assess needs of school

Person Responsible

Christina Lapnow

Schedule

Quarterly, from 6/1/2018 to 6/1/2019

Evidence of Completion

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

Coaches, Instructional Partners, and Admin provide follow-up support to ensure implementation of the standards

Person Responsible

Carolyn Carbonell

Schedule

Daily, from 8/1/2018 to 6/1/2019

Evidence of Completion

Coaching days/ calendar/ immediate feedback form IPG

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

Review regional ERPL attendance

Person Responsible

Christina Lapnow

Schedule

Monthly, from 8/1/2018 to 5/31/2019

Evidence of Completion

MyPGS and district attendance reports

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

Learning Walks - utilizing IPG

Person Responsible

Carolyn Carbonell

Schedule

On 6/1/2019

Evidence of Completion

Learning Walks data

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

Florida Standards trainings will be monitored for effectiveness by Mrs. Carbonell and District personnel

Person Responsible

Carolyn Carbonell

Schedule

Daily, from 8/8/2018 to 5/31/2019

Evidence of Completion

Evidence will be collected through first hand experiences, agendas, minutes, learning walk data, VSET data,

G1.B1.S3 Establish more effective PLCs with PLC leaders based upon a rubric and established criteria

4

 S287140

Strategy Rationale

Collaboration of professional on the clarity of the standards.

Action Step 1 5

PLCs will be provided with a rubric and feedback from each PLC meeting

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 9/1/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Feedback will be kept on file from all VSET administrators and provided to teachers

Person Responsible

Carolyn Carbonell

Schedule

On 5/31/2019

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Mrs. Carbonell will monitor the feedback provided-

Person Responsible

Carolyn Carbonell

Schedule

Biweekly, from 8/31/2018 to 5/31/2019

Evidence of Completion

A form was provided in both hard copy and electronically to teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrative team will attend PLC meetings

Person Responsible

Carolyn Carbonell

Schedule

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

Evidence of Completion

G1.B1.S5 Utilize district support 4

S287142

Strategy Rationale

To have additional support and learning in individualized areas of focus

Action Step 1 5

District support will be requested to encourage variation and differentiation in PL by district leaders and specialists

Person Responsible

Carolyn Carbonell

Schedule

On 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Mrs. Carbonell will keep correspondence of discussions and emails reflecting discussions for moving school forward.

Person Responsible

Carolyn Carbonell

Schedule

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

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Feedback will be provided by teachers, administrators, and staff

Person Responsible

Carolyn Carbonell

Schedule

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

Evidence of Completion

G1.B4 Knowledge of student- meeting the needs of the whole student including social-emotional needs 2

 B271272

G1.B4.S1 Utilizing technology and training to have all of the data and background on our students 4

 S287146

Strategy Rationale

The more we know the needs of our students, the more we can build our curriculum around their needs.

Action Step 1 5

Eduphoria! training and SIS training

Person Responsible

Carolyn Carbonell

Schedule

On 5/31/2019

Evidence of Completion

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

VSET conferences, Feedback on PLCs, DPP

Person Responsible

Carolyn Carbonell

Schedule

On 6/1/2019

Evidence of Completion

PLC notes, feedback forms, DPP cycles

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

Throughout the year, the SLT, coaches, school counselors, district staff, and administrative team will complete a full day of data analysis

Person Responsible

Christina Lapnow

Schedule

On 6/1/2019

Evidence of Completion

Data will be discussed and analyzed and shared for a full picture of growth and monitoring

G1.B4.S2 Utilizing the Data notebook section of Instructional Notebook and utilizing that data to influence academic focus- Supporting their individual needs through boot camps, individualized education options, ZAP, BS options, and tutoring **4**

 S287147

Strategy Rationale

Supporting individual needs of students helps all to achieve

Action Step 1 **5**

Administration support and guidance during PLC meetings and monitoring PLC notes

Person Responsible

Christina Lapnow

Schedule

Monthly, from 8/21/2018 to 5/31/2019

Evidence of Completion

Notes/feedback forms

Action Step 2 **5**

Data notebook as evidence during one on one meetings with teachers

Person Responsible

Christina Lapnow

Schedule

Quarterly, from 9/3/2018 to 6/1/2019

Evidence of Completion

VSET administrators have ongoing discussions throughout the year with teachers. This is evidence in their VSET documents and DPPs

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

This will be monitored through VSET administrators working with PLCs and individual teachers and during progress monitoring meetings throughout the year with the SLT, SIP review sessions, Admin meetings, and ALT meetings

Person Responsible

Carolyn Carbonell

Schedule

On 5/31/2019

Evidence of Completion

Data notebooks, VSET, walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

This will be monitored through VSET administrators working with PLCs and individual teachers and during progress monitoring meetings throughout the year with the SLT, SIP review sessions, Admin meetings, and ALT meetings

Person Responsible

Schedule

On 6/3/2019

Evidence of Completion

Data Notebooks, VSET, walkthroughs, SLT notes

V. Professional Development Opportunities

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

G1. If we increase knowledge of our students and provide standards- aligned learning in every lesson, in every class, every day, then student achievement will increase.

G1.B1 Effective use of training

G1.B1.S1 Provide training on Florida Standards, Shifts, Core Actions

PD Opportunity 1

Plan for training on Florida Standards, Shifts, Core Actions

Facilitator

Mrs. Carbonell with Instructional Partners

Participants

9th/10th ELA, Algebra, Geometry focus - DHS instructional staff

Schedule

Weekly, from 8/6/2018 to 6/1/2019

PD Opportunity 2

All professional learning opportunities will be aligned and focused on training staff to the standards - including ERPLs

Facilitator

DHS Academic coaches, district staff, and lead teachers

Participants

DHS instructional staff

Schedule

Monthly, from 8/6/2018 to 6/1/2019

G1.B4 Knowledge of student- meeting the needs of the whole student including social-emotional needs

G1.B4.S1 Utilizing technology and training to have all of the data and background on our students

PD Opportunity 1

Eduphoria! training and SIS training

Facilitator

Carolyn Carbonell/ Bobbie Jo Grieve/Christina Lapnow/ District staff

Participants

Staff

Schedule

On 5/31/2019

VI. Technical Assistance Items

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





VII. Budget

1	G1.B1.S1.A1	Plan for training on Florida Standards, Shifts, Core Actions	\$0.00
2	G1.B1.S1.A2	All professional learning opportunities will be aligned and focused on training staff to the standards - including ERPLs	\$0.00
3	G1.B1.S1.A3	Monitoring PLCs throughout the school year -- providing feedback	\$0.00
4	G1.B1.S1.A4	Analyze data of students and feedback from teachers, parents, staff, and community to assess needs of school	\$0.00
5	G1.B1.S3.A1	PLCs will be provided with a rubric and feedback from each PLC meeting	\$0.00
6	G1.B1.S5.A1	District support will be requested to encourage variation and differentiation in PL by district leaders and specialists	\$0.00
7	G1.B4.S1.A1	Eduphoria! training and SIS training	\$0.00
8	G1.B4.S2.A1	Administration support and guidance during PLC meetings and monitoring PLC notes	\$0.00
9	G1.B4.S2.A2	Data notebook as evidence during one on one meetings with teachers	\$0.00
Total:			\$0.00

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.B1.S1.MA1 M425312	Florida Standards trainings will be monitored for effectiveness by Mrs. Carbonell and District...	Carbonell, Carolyn	8/8/2018	Evidence will be collected through first hand experiences, agendas, minutes, learning walk data, VSET data,	5/31/2019 daily
G1.B1.S1.MA2 M425314	Review regional ERPL attendance	Lapnow, Christina	8/1/2018	MyPGS and district attendance reports	5/31/2019 monthly
G1.B4.S1.A1 A389372	Eduphorial training and SIS training	Carbonell, Carolyn	10/3/2018		5/31/2019 one-time
G1.B4.S2.MA1 M425324	This will be monitored through VSET administrators working with PLCs and individual teachers and...	Carbonell, Carolyn	9/3/2018	Data notebooks, VSET, walkthroughs	5/31/2019 one-time
G1.B4.S2.A1 A389373	Administration support and guidance during PLC meetings and monitoring PLC notes	Lapnow, Christina	8/21/2018	Notes/feedback forms	5/31/2019 monthly
G1.B1.S3.MA1 M425316	Mrs. Carbonell will monitor the feedback provided-	Carbonell, Carolyn	8/31/2018	A form was provided in both hard copy and electronically to teachers.	5/31/2019 biweekly
G1.B1.S3.MA3 M425317	Administrative team will attend PLC meetings	Carbonell, Carolyn	8/31/2018		5/31/2019 monthly
G1.B1.S3.MA1 M425318	Feedback will be kept on file from all VSET administrators and provided to teachers	Carbonell, Carolyn	8/31/2018		5/31/2019 one-time
G1.B1.S3.A1 A389370	PLCs will be provided with a rubric and feedback from each PLC meeting	Carbonell, Carolyn	9/1/2018		5/31/2019 biweekly
G1.B1.S5.MA1 M425319	Feedback will be provided by teachers, administrators, and staff	Carbonell, Carolyn	8/31/2018		5/31/2019 monthly
G1.B1.S5.MA1 M425320	Mrs. Carbonell will keep correspondence of discussions and emails reflecting discussions for moving...	Carbonell, Carolyn	8/31/2018		5/31/2019 monthly
G1.B1.S5.A1 A389371	District support will be requested to encourage variation and differentiation in PL by district..	Carbonell, Carolyn	8/31/2018		5/31/2019 one-time
G1.B1.S1.MA1 M425313	Coaches, Instructional Partners, and Admin provide follow-up support to ensure implementation of...	Carbonell, Carolyn	8/1/2018	Coaching days/ calendar/ immediate feedback form IPG	6/1/2019 daily
G1.B1.S1.MA3 M425315	Learning Walks - utilizing IPG	Carbonell, Carolyn	9/1/2018	Learning Walks data	6/1/2019 one-time
G1.B1.S1.A1 A389366	Plan for training on Florida Standards, Shifts, Core Actions	Carbonell, Carolyn	8/6/2018	The implementation of standards-aligned learning in all lesson plans.	6/1/2019 weekly
G1.B1.S1.A2 A389367	All professional learning opportunities will be aligned and focused on training staff to the...	Carbonell, Carolyn	8/6/2018	Agendas, Lesson plans	6/1/2019 monthly
G1.B1.S1.A3 A389368	Monitoring PLCs throughout the school year -- providing feedback	Carbonell, Carolyn	8/6/2018	Minutes and agendas collected and given feedback by administrative team	6/1/2019 one-time
G1.B1.S1.A4 A389369	Analyze data of students and feedback from teachers, parents, staff, and community to assess needs...	Lapnow, Christina	6/1/2018		6/1/2019 quarterly
G1.B4.S1.MA1 M425321	Throughout the year, the SLT, coaches, school counselors, district staff, and administrative team...	Lapnow, Christina	8/31/2018	Data will be discussed and analyzed and shared for a full picture of growth and monitoring	6/1/2019 one-time

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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.B4.S1.MA1  M425322	VSET conferences, Feedback on PLCs, DPP	Carbonell, Carolyn	9/1/2018	PLC notes, feedback forms, DPP cycles	6/1/2019 one-time
G1.B4.S2.A2  A389374	Data notebook as evidence during one on one meetings with teachers	Lapnow, Christina	9/3/2018	VSET administrators have ongoing discussions throughout the year with teachers. This is evidence in their VSET documents and DPPs	6/1/2019 quarterly
G1.B4.S2.MA1  M425323	This will be monitored through VSET administrators working with PLCs and individual teachers and...		9/3/2018	Data Notebooks, VSET, walkthroughs, SLT notes	6/3/2019 one-time
G1.MA1  M425325	We will conduct data analysis and the support of administration. Additionally, we will monitor...	Carbonell, Carolyn	8/9/2018	Agendas and meeting minutes, student performance data, state assessment data, and graduation rate data.	8/31/2019 monthly