



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Deland High School
800 N HILL AVE
Deland, FL 32724
386-822-6500
<http://delandhs.org/home.htm>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

49%

Alternative/ESE Center

No

Charter School

No

Minority Rate

34%

School Grades History

2013-14

B

2012-13

B

2011-12

B

2010-11

B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Deland High School

Principal

Mitchell Moyer

School Advisory Council chair

Kelly Crump

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mitchell Moyer	Principal
Carlos Scott	Assistant Principal
Michelle Sojka	Assistant Principal
Michael Degirolmo	Assistant Principal
Steve Davenport	Assistant Principal
Mike Lucero	Assistant Principal
Dr. Archer Israel	Reading Coach
Shelia Butchart	Media Specialist
Cheri Gherst	IB Coordinator
Peter Policke	CTE Coordinator
Thomas Gilbert	Fine Arts Department Chair
Dr. Francis Monroe	Science Department Chair
Cindy Rosso	Science Department Chair
Cathy Hardy	Math Department Chair
James Ebbert	Math Department Chair
Lisa Nehrig	Language Arts Department Chair
Steve Michaels	Head Guidance Counselor
Griselda Dorcy	Social Studies Department Chair
Col. James Pugh	ROTC Department Chair
Marylea Lueth	ESE Department Chair
Annamaria Zeoli	Foreign Language Department Chair
John Zeoli	Physical Education Co-Chair
Loretta McDaniel	Physical Education Co-Chair

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The 2013-2014 DeLand High School Advisory Council consists of many stakeholders within the DeLand community. SAC membership includes twenty parents, seven teachers, two administrators, one support staff, and three community members. The current SAC Chair is Mrs. Kelly Crump. Mr. Alvin Gregg serves as the Vice-Chair, and Mrs. Leslie LaRue is the current Secretary. Over seventy percent of the DeLand High School Advisory Council have been members for more than one year.

Involvement of the SAC in the development of the SIP

The primary function of the School Advisory Council is to assist with the development and monitoring of our School Improvement Plan. A portion of the first SAC meeting in September is devoted to a discussion about school data which is generated by the State Department of Education focused on School Grades Trends, Annual Measured Objectives, and FCAT Performance Levels. Members are encouraged to study the data and to provide feedback during the first two weeks of September as to ideas they have which may be incorporated into the upcoming School Improvement Plan. All ideas are used in the decision-making process to determine what is most appropriate to include in the plan. The October meeting consist of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board.

Activities of the SAC for the upcoming school year

The 2013-2014 School Advisory Council will participate in a number of school events and activities. On September 3, the SAC will help school leaders to host the annual Open House Celebration. During the September 5 SAC meeting, members will review 2013 school assessment data to help make informed decisions when creating the School Improvement Plan. October will consist of the SAC working to design the School Improvement Plan and meeting to vote to approve the plan. In months November through March, the SAC will meet to discuss plan implementation and evaluation, school fund requests to help support teacher/student needs, county and state developments, and school functions. The SAC will work with Renaissance to host the annual Academic Awards and Performing Arts Ceremony to recognize student academic success in the classroom. To conclude the school year, the School Advisory Council will complete the district's Climate Survey and host SAC Elections.

Projected use of school improvement funds, including the amount allocated to each project

Projected school improvement funding for the 2013-2014 school year will be used to support school-wide programs tied to reading, math, science, and writing improvement. Departmental initiatives will be funded based on instructional needs related to identified goals within School Improvement Plan. Teachers will have to explain to the SAC how funding such initiatives will have a direct impact on student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mitchell Moyer

Principal

Years as Administrator: 25

Years at Current School: 16

Credentials

Ed. Specialist/ Masters in Ed. Leadership/Guidance

Performance Record

Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMATH, Low25Read, Low25Math, AYP%

2013: Pending

2012: B, (53% R/42% M; 44% R/45% M; 59% R/56% M)*

2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP

2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP

2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP

2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP

2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP

2006: C, 49, 75, 86, --, 50, 71, 41, --, 51%AYP

2005: B, 50, 75, 90, --, 52, 73, 50, --, 63%AYP

2004: B, 47, 69, 92, --, 55, 71, 50, --, 70%AYP

2003: B, 48, 68, 90, --, 55, 73, 50, --, --

2002: C, 43, 67, 87, --, 51, 66, 56, --, --

*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Mike Lucero

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Elementary Ed., Ed. Leadership, ESE Certification

Performance Record

2013: Pending

2012: A, (67%R/65%M);(66%R/61%M); (50%R/66%M)

2011: B, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M)

2010: B, AYP 90%, (82%R/85%M; 60%R/63%M; 38%R,53%M)

Michael Degirolmo

Asst Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

Masters in Educational Leadership; VE Certification

Performance Record

Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMATH, Low25Read, Low25Math, AYP%

2013: Pending

2012: B, (53% R/42% M; 44% R/45% M; 59% R/56% M)*

2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP

2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP

2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP

2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP

2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP

Southwestern Middle School:

2006: B, 64, 55, 93,--, 60, 62, 62,--, 82%AYP

2005: B, 62, 58,87,--, 55, 60, 64,--, 83%AYP

2004: B, 66, 60, 87,--, 67, 65,60,--, 80%AYP

*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Michelle Sojka

Asst Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

Masters in Educational Leadership; Social Sciences 6-12

Performance Record

Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMATH, Low25Read, Low25Math, AYP%

2013: Pending

2012: B, (53% R/42% M;44% R/45% M; 59% R/56% M)*

2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP

2010: B, 57, 77, 84, 52, 55, 73,45, 61, 67%AYP

2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP

2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP

2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP

2006: C, 49, 75, 86,--, 50, 71,41,--, 51%AYP

2005: B, 50, 75, 90,--, 52, 73,50,--, 63%AYP

*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Carlos M. Scott		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Masters in Educational Leadership; SLD and VE	
Performance Record	Deland High School:Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2013: Pending 2012: B, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86,--, 50, 71,41,--, 51%AYP 2005: B, 50, 75, 90,--, 52, 73,50,--, 63%AYP *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)	

Steve Davenport		
Asst Principal	Years as Administrator: 21	Years at Current School: 21
Credentials	Masters in Educational Leadership; PE and Industrial Arts	
Performance Record	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read,Low25Math, AYP% 2013: Pending 2012: B,(53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86,--, 50, 71,41,--, 51%AYP 2005: B, 50, 75, 90,--, 52, 73, 50,--, 63%AYP 2004: B, 47, 69, 92,--, 55, 71, 50,--, 70%AYP 2003: B, 48, 68, 90,--, 55, 73, 50,--,-- 2002: C, 43, 67, 87,--, 51, 66, 56,--,-- *(% Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dr. Archer Israel

Full-time / School-based

Years as Coach: 7

Years at Current School: 1

Areas

Reading/Literacy, Data, RtI/MTSS, Other

Credentials

BA/Comparative Literature,
MS Ed/Literacy and ESOL,
PhD/Language Reading and Culture

Performance Record

2012 – T. DeWitt Taylor Middle High School; Grade Pending%, FCAT (38R/35M; 59R/55M; 59R/60M)*
2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)*
2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M) *
2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)*

Classroom Teachers

of classroom teachers

139

receiving effective rating or higher

128, 92%

Highly Qualified Teachers

96%

certified in-field

134, 96%

ESOL endorsed

18, 13%

reading endorsed

18, 13%

with advanced degrees

75, 54%

National Board Certified

14, 10%

first-year teachers

10, 7%

with 1-5 years of experience

21, 15%

with 6-14 years of experience

35, 25%

with 15 or more years of experience

83, 60%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

DeLand High's mentoring program consist of Assistant Principal, Michelle Sojka and the administration team assisting all first-year teachers as they become familiar with the DeLand High

school community. All first-year teachers are mentored by a district-assigned Peer Assistance and Review (PAR) Teacher as well. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation, PLC Activities, Professional Development, and participation in District Job Fair and Recruitment Activities. Teachers receive one-on-one support with classroom management, grading practices, communication, ethics, and school policies and procedures. Teachers are granted the opportunity to observe other teachers in action and are paired with subject area department chair for support. Steven Foxworth is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Jason Harlow is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Jamie Jeffs is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Treena Merk is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Vernon Shelton is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Jacob Trzaskos is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Tupou Tuaeone is a first year teacher being mentored by an administrator, Michelle Sojka, as well as a district-assigned Peer Assistance and Review (PAR) Teacher. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources..

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

The principal provides a common vision for the use of data-based decision-making by promoting the use of District Interim Assessments, FAIR, and Formative and Summative data to drive instruction. The principal ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/Rtl model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, the school's Problem Solving Team (PST) is accessed as needed. The MTSS leadership team along with administration ensures adequate professional development is scheduled for faculty. School Psychologists provides/facilitates training on skill building and understanding of the components of PS/Rtl. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Communication with parents is made through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.

The School Psychologist assists DeLand High in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. The School Psychologist ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Finally, the School Psychologist provides professional development to staff on PS/Rtl.

Select General Education Teachers provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Parallel Course Work (i.e. Resource) and consultation. Encompasses Problem Solving/Rtl practices when addressing the needs of certain ESE students with a focus on potential reintegration into General Education based on data.

The Academic Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Academic Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered to be "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, District Interim Assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. District Interim Assessments, Volusia Writes, PERT, and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/ interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Bennett, Lianne	Reading Teacher
Israel, Dr. Archer	Reading Coach
Butchart, Shelia	Media Specialist
Carter, Lisa	Guidance Counselor
Cheponis-Pearson, Dr. Irene	Reading Teacher
Degirolmo, Mike	Assistant Principal
Holter, Kelly	Reading Teacher
Jones, Marlo	Reading Teacher
Florence, Latterner	Math Teacher
Lometti, Ellen	English Teacher
Nehrig, Lisa	English Teacher
Neisler, Kyle	Social Studies
Parounagian, Janice	Reading Teacher
Scarborough, Renee	CTE Teacher
Scott, Carlos	Assistant Principal
Wensel, Pamela	Reading Teacher
Rivera, Ingrid	Guidance Counselor
Rosso, Cindy	Science Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet once every two months. Representative members from a variety of content areas will analyze data pertaining to literacy at Deland High and plan ways to promote Best Practices in all classrooms that enhance literacy. Our activities will allow us to analyze data, reflect on current practices and monitor application of strategies as well as student achievement.

Major initiatives of the LLT

Promotional activities will be in conjunction with departments, the media center (and specialist) and County Literacy Fair members.

The Literacy Leadership Team and Reading Department teachers will host two Reading Class Motivational assemblies, one in winter and one in spring. The purpose of the assemblies is to encourage students to read by giving book presentations, introducing book topics, and to provide active participation in reading and vocabulary learning strategies through games and activities. Guest speakers will be invited to present on topics including career opportunities, current events, and the importance of reading in relation to a chosen career path.

To encourage family involvement and literacy, parents and students will be invited to attend a Family Literacy Night in January or February. In addition to the DHS community we will invite our feeder middle and elementary schools: Deland Middle School, Southwestern Middle School, and Starke Elementary, Woodward Elementary and George Marks Elementary. At the Family Literacy Night, teachers administrators and students will lead games, talk about books, and provide tools for encouraging students in reading and study skills. In addition, students will demonstrate skills in creative writing, poetry, and drama. Parents will be given an overview of the new FCAT 2.0 and Common Core State

Standards as they relate to reading and writing.

DeLand High will participate in Volusia County's Literacy Fair.

To promote school-wide literacy, all students will be invited to participate in a school-wide book mark contest in January, and a school wide Academic Word List Vocabulary Bee throughout the school year.(classes would compete)

To encourage literacy in the Reading Department, students will take ownership in their achievement by reflecting on activities as they relate to Next Generation Sunshine State Standards and Common Core State Standards. Teachers will displays posters which students use will evaluate their level of achievement. This will take place once during each nine weeks.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students. Teachers are required to document their use of reading strategies in their daily lesson plans in an effort to make reading a cross-curricular responsibility. Meetings are conducted early in the school year to study and discuss reading data from the previous school year and to determine strategies that can be used in the content areas to enhance skills associated with reading fluency. Teachers are currently participating in Professional Development trainings that are focused on implementation of the Common Core State Standards which identifies many reading strategies for teachers to use to prepare students for college. One reading strategy is being taught per session and teachers have been asked to use the strategy once a week in their daily lessons. DeLand High will focus on improving students' vocabulary awareness/skills as a way to increase reading performance of all students. Teachers will receive Professional Development training of implementing the use of

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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. A daily focus of the school is for teachers and students to examine the relationships and relevance of academic learning to real-life situations as they arise in career education classes. Teachers are also provided reading materials that are based on current events. In addition, identified technology teachers have incorporated "FCAT CONNECT" math, science, and reading strategies into their lessons which focus on highly tested skills found in the Sunshine State Standards.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

DeLand High School offers elective courses in Art, Business, Technology, and Career Study. Many of these courses focus on job skills and offer student internships and cooperative learning opportunities. Every year, after FCAT testing, students and parents participate in our registration process which expose them to next year's curriculum to inform their course selection. After registration, students and parents may meet with counselors to decide what classes will be taken. Students complete interest and career inventories to help them make informed decisions. Parents are invited to meetings and the final course selection is sent home for parent's signatures.

Strategies for improving student readiness for the public postsecondary level

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

- Dual Enrollment
- Early College Program
- High School Showcase
- Advanced Placement Program
- International Baccalaureate Program
- College Expo
- Administration of PERT Exam to all 11th grade students
- English IV College Readiness Course
- Math College Readiness Course
- College Representative Visits
- Making High School Count Program
- Making College and Careers Count Program

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	56%	No	70%
American Indian				
Asian	94%	67%	No	95%
Black/African American	38%	25%	No	45%
Hispanic	50%	44%	No	55%
White	74%	66%	No	77%
English language learners	26%	24%	No	33%
Students with disabilities	41%	18%	No	47%
Economically disadvantaged	56%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	274	25%	30%
Students scoring at or above Achievement Level 4	344	31%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		26%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	627	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	161	56%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	40	75%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	43%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	55%	58%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	334	77%	82%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	322	60%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		55%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	74%	Yes	51%
American Indian				
Asian		95%		
Black/African American	44%	48%	Yes	50%
Hispanic	39%	65%	Yes	45%
White	47%	79%	Yes	52%
English language learners	23%	50%	Yes	30%
Students with disabilities	43%	40%	No	48%
Economically disadvantaged	41%	64%	Yes	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		49%
Students scoring at or above Level 7	[data excluded for privacy reasons]		34%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	383	77%	80%
Students in lowest 25% making learning gains (EOC)	92	64%	67%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	304	70%	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	39%	44%
Students scoring at or above Achievement Level 4	18	8%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	34%	41%
Students scoring at or above Achievement Level 4	174	50%	55%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		3%
Students scoring at or above Level 7	[data excluded for privacy reasons]		63%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	34%	39%
Students scoring at or above Achievement Level 4	179	51%	56%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	108	4%	9%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	92	3%	8%
Passing rate (%) for students who take CTE-STEM industry certification exams		66%	71%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	136	5%	10%
Passing rate (%) for students who take CTE industry certification exams		66%	69%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	219	33%	30%
Students with grade point average less than 2.0	428	19%	14%
Students who fail to progress on-time to tenth grade	132	20%	15%
Students who receive two or more behavior referrals	841	29%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	791	27%	22%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

DeLand High will continue to increase the number of parents participating in school-related events and activities including Open House, 9th Grade Orientation, Awards Ceremonies, and Family Reading Nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
More than 65% of DeLand High parents will participate in at least three planned school-related events and activities.	1426	58%	65%

Area 10: Additional Targets**Additional targets for the school**

DeLand High will demonstrate a 3% decrease in the percentage of students receiving one or more behavior referrals leading to suspension.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The number of students receiving one or more referrals leading to suspension will decrease by 3%.	791	27%	24%

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to the Common Core State Standards through the Gradual Release Model including teaching strategies and accommodations for African-American students and Students with Disabilities.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to the Common Core State Standards through the Gradual Release Model including teaching strategies and accommodations for African-American students and Students with Disabilities.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC
- STEM - High School
- CTE

Resources Available to Support the Goal

- On-Site Reading Coach
- Intensive Reading Program
- District Scheduled PD Trainings (Common Core Gradual Release Model)
- ESE Consultation Program/Intensive Reading Program

Targeted Barriers to Achieving the Goal

- Need for quality instruction aligned to the Common Core State Standards
- Limited Student Vocabulary/Awareness

Plan to Monitor Progress Toward the Goal

As a result of implementation of the Gradual Release Model of Instruction in classroom teaching practices, all teachers using Academic Word and Gloss Lists, and the use of Close Reading Strategy across subject areas, DeLand High students will increase reading proficiency from 56% to 59% as measured by FCAT 2.0 Reading.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule:

Weekly, Monthly, On-going

Evidence of Completion:

Teacher observation evidence Lesson plan outline Bell-to-bell instruction Increase use of high-order/text-based questions Increased teacher modeling of strategies and instruction

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to the Common Core State Standards through the Gradual Release Model including teaching strategies and accommodations for African-American students and Students with Disabilities.

G1.B1 Need for quality instruction aligned to the Common Core State Standards

G1.B1.S1 Strategy 1: Design and deliver PD on quality instruction, Data-driven differentiated instruction/ tasks, and Gradual Release Model Implementation.

Action Step 1

Attend District PD training on Gradual Release Model Implementation.

Person or Persons Responsible

School Administration will be trained(9/12/2013) to demonstrate to the faculty how to use the Gradual Release Model (10/2/2013) to deepen students' understanding of content and concepts taught.

Target Dates or Schedule

October 2, 2013 (Gradual Release Model)

Evidence of Completion

PD Plan, Materials, Agenda, Sign-in Sheets, Exit tickets

Facilitator:

Administration, Reading/Language Arts Department Chairs

Participants:

School Faculty, Administration

Action Step 2

Design and deliver PD on quality instruction, Data-driven differentiated instruction/tasks, and Gradual Release Model Implementation.

Person or Persons Responsible

School-based Leadership Team(Reading/Language Arts Department Chairs and Administration) will collaborate with District Reading/Language Arts Specialists by (10/15/2013) to design Professional Development for all faculty members in reading to include: Quality Instruction and Data-Driven Differentiated Instruction/Tasks.

Target Dates or Schedule

October 21, 2013 (Quality Instruction and Data-Driven Differentiated Instruction/Tasks)

Evidence of Completion

PD Plan, Materials, Agenda, Sign-in Sheets, Exit tickets

Facilitator:

Administration, Reading/Language Arts Department Chairs

Participants:

School Faculty, Administration

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

Attend District PD training on Gradual Release Model Implementation.

Person or Persons Responsible

Administration, Reading Coach, Language Arts Department Chair

Target Dates or Schedule

October 2, 2013 (Gradual Release Model)

Evidence of Completion

Teacher Deliberate Practice Plans, Classroom Walk-through evidence, Administrator/Teacher data chats.

Plan to Monitor Effectiveness of G1.B1.S1

Attend District PD training on Gradual Release Model Implementation.

Person or Persons Responsible

Administration, Reading Coach, Language Arts Department Chair

Target Dates or Schedule

Ongoing - Every Third Tuesday of Each Month

Evidence of Completion

Teacher observation data, Teacher feedback to Department Chairs,

G1.B1.S2 Strategy 2: Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

Action Step 1

Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

Person or Persons Responsible

School Reading Coach will host a number of PD trainings focused on deepening teachers and administrators understanding of Text-Based Questioning and Close Reading strategies as a way to improve instruction.

Target Dates or Schedule

October 16, 2013 (Text-Based Questioning) October 23, 2013 (Text-Based Questioning)
November 13, 2013 (Close Reading) November 20, 2013 (Close Reading)

Evidence of Completion

PD Plan, materials, Agenda, sign-in sheets, exit tickets

Facilitator:

Reading Coach

Participants:

Faculty, Administration

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

Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

Person or Persons Responsible

Reading Coach, Administrators, Department Chairs

Target Dates or Schedule

November 2013 through June 2014

Evidence of Completion

Sign-In Sheets, Sample Lessons, Scheduled Observations, Walk-through evidence, Teacher Deliberate Practice Plans

Plan to Monitor Effectiveness of G1.B1.S2

Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

Person or Persons Responsible

Administration, Reading Coach, Department Chairs

Target Dates or Schedule

Ongoing - Fourth Tuesday of Each Month

Evidence of Completion

Teacher feedback, Teacher formative/summative assessment data, Charted Observation Data, Coach Logs, Administration/Teacher data chat logs

G1.B2 Limited Student Vocabulary/Awareness

G1.B2.S1 Strategy 1: Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

Action Step 1

Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Evidence of Completion

Teacher Feedback, Charted Observation Data, Minutes from PLCs, Student Progress Monitoring Data, Lesson Plan Evidence, Administration/Teacher Data Chats.

Facilitator:

Reading Coach, Media Specialist, Administration

Participants:

Faculty, Administration

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

Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

10/21/2013 Professional Development Day and ongoing

Evidence of Completion

PLC Agendas and Minutes, Charted Observation Data, Administration/Teacher Data Chats, Teacher Lesson Plans, Classroom Walk-through Data.

Plan to Monitor Effectiveness of G1.B2.S1

Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Daily, On-going through June, Third Tuesday of Each Month

Evidence of Completion

Formative/Summative Assessment Progress Monitoring, Administration/Teacher Data Chats, Teacher Feedback during PLCs, Walk-through Data, Charted Observation Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

N/A

Title I, Part C-Migrant

N/A

Title I, Part D

N/A

Title II

Volusia County School District provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provides ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress-monitoring the ELL students to identify specific needs, target interventions/enrichment to ensure the appropriate pathway toward graduation.

Title X-Homeless

DeLand High school works closely with Pam Woods, Title X coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The District provides remedial and supplemental instructional resources to students who fail to meet performance levels. DeLand High School utilizes these resources through the following:

*After school tutoring in Math

*After school preparation activities prior to the FCAT in Reading

*Collaborative Teams which meet during the summer to insure proper placement of students in courses for the upcoming school year.

*An 8th Period (after school) APEX credit retrieval class

Violence Prevention Programs

DeLand High offers the following non-violence and anti-drug programs:

Red Ribbon Week Celebrations and Competitions

Student Mentoring Programs

Suicide Prevention Programs

Bullying Programs

Information provided in Personal Fitness classes

School Resource Officer

Cyber-Bullying Awareness Programs

Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

DeLand High School offers a variety of nutrition programs including:

Free and Reduced Meal Plans

A Comprehensive School Wellness Plan

Nutrition and Wellness classes

Culinary Arts courses which emphasize proper nutrition

Personal Fitness/Health and P.E. courses

A Comprehensive Sports Program

Wellness Policy School Plan

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Career Academies in place during 2013-2014 school year include the Engineering Academy, Construction Academy, and our newly implemented Communications Academy. In addition we have the following career and technical programs and courses of study at DeLand High School:

Agriculture Technology

Business Computer Technology (Digital Design, Web Design)

Family and Consumer Science (Culinary Arts and Early Childhood Education)

Health Science Education

Industrial Education (Building Construction, Carpentry and Cabinetmaking, Engineering)

Marketing Education (Fashion Design)

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Job Training

DeLand High School provides career awareness opportunities for students through Junior Achievement Programs, job shadowing opportunities, guest speakers from business and industry, and field trips to local business and industry locations. In addition we have a Diversified Cooperative Training Program to enhance practical skills in the workplace. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA.

DeLand High school offer students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Next Generation Learning Community at the Leadership Level; Volusia is the third district in the country to receive such recognition.

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Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction aligned to the Common Core State Standards through the Gradual Release Model including teaching strategies and accommodations for African-American students and Students with Disabilities.

G1.B1 Need for quality instruction aligned to the Common Core State Standards

G1.B1.S1 Strategy 1: Design and deliver PD on quality instruction, Data-driven differentiated instruction/ tasks, and Gradual Release Model Implementation.

PD Opportunity 1

Attend District PD training on Gradual Release Model Implementation.

Facilitator

Administration, Reading/Language Arts Department Chairs

Participants

School Faculty, Administration

Target Dates or Schedule

October 2, 2013 (Gradual Release Model)

Evidence of Completion

PD Plan, Materials, Agenda, Sign-in Sheets, Exit tickets

PD Opportunity 2

Design and deliver PD on quality instruction, Data-driven differentiated instruction/tasks, and Gradual Release Model Implementation.

Facilitator

Administration, Reading/Language Arts Department Chairs

Participants

School Faculty, Administration

Target Dates or Schedule

October 21, 2013 (Quality Instruction and Data-Driven Differentiated Instruction/Tasks)

Evidence of Completion

PD Plan, Materials, Agenda, Sign-in Sheets, Exit tickets

G1.B1.S2 Strategy 2: Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

PD Opportunity 1

Reading Coach to design and deliver PD training to faculty on Text Based Questioning and how to effectively use Close Reading strategy to help increase student performance.

Facilitator

Reading Coach

Participants

Faculty, Administration

Target Dates or Schedule

October 16, 2013 (Text-Based Questioning) October 23, 2013 (Text-Based Questioning)
November 13, 2013 (Close Reading) November 20, 2013 (Close Reading)

Evidence of Completion

PD Plan, materials, Agenda, sing-in sheets, exit tickets

G1.B2 Limited Student Vocabulary/Awareness

G1.B2.S1 Strategy 1: Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

PD Opportunity 1

Provide instruction to teachers on how to use Academic Word and Gloss List to increase students' vocabulary awareness and skills.

Facilitator

Reading Coach, Media Specialist, Administration

Participants

Faculty, Administration

Target Dates or Schedule

Evidence of Completion

Teacher Feedback, Charted Observation Data, Minutes from PLCs, Student Progress Monitoring Data, Lesson Plan Evidence, Administration/Teacher Data Chats.