



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Deltona High School

100 WOLF PACK RUN

Deltona, FL 32725

386-789-7252

<http://myvolusiaschools.org/school/deltonahigh/pages/default.aspx>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

65%

Alternative/ESE Center

No

Charter School

No

Minority Rate

56%

School Grades History

2013-14

PENDING

2012-13

B

2011-12

C

2010-11

B

2009-10

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

Deltona High School

Principal

Susan Freeman

School Advisory Council chair

Carolyn Carbonell & Alvesta Moore-Lobbain

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

Name	Title
Susan Freeman	Principal
Scott Lifvendahl	Asst. Principal, Curriculum
Harry Joyner	SBLT Co-Chair, CTE Co-Chair
Teresa Speidel	SBLT Co-Chair, World Languages Chair
Mike Chase	Math Chair
Sharon Dickinson	CTE Co-Chair
Vicki Gawriluk	Social Studies Chair
Melanie Jenkins	Science Co-Chair
Stephanie Longfellow	Science Co-Chair
Alvesta Moore-Lobban	JROTC Chair
Samantha McElhaney	Media/Fine Arts Chair
Christine Ramer	PE Chair
Shirley Robinson	School Counseling Director
Daniel Rodriguez	English Chair
Mary Thomas	Reading Coach
William Thomas	ESE 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 SAC is composed of the principal, assistant principal for curriculum, teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The SAC has 21 members, 8 of whom are school district employees.

Scott Leisen- Business partner
John Maki- Parent
Dawn Mericle- Parent
Leslie Premo- Parent
Carolyn Carbonell- Co-Chair
Sierra Maki- Student
Deborah Beavers-Teacher
John Clark- Teacher/Treasurer
Alvesta Moore- Lobban- Co-Chair
Teresa Speidel- Teacher
Dolly Ortiz- Support Staff
Susan Freeman- Principal
Scott Lifvendahl- Assistant Principal
Jim Mayer- Parent
Karen Bunch-Mayer- Parent
Audra Turner- Parent/PTSA President
Andrew Williams- Parent
Cherissa Bonaparte- Parent
Kate Noboa- Parent
Dean Goble- Parent
Nate Goble- Student

Involvement of the SAC in the development of the SIP

The SAC committee reviewed student school achievement data, focusing on reading and math. The committee discussed some of the greatest areas of academic need within the school.

Activities of the SAC for the upcoming school year

SAC activities include increasing membership and helping parents understand varying graduation requirements and district secondary grading guidelines.

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

School improvement funds will be used to implement the School Improvement Plan. At present, no funds have been allocated.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Freeman

Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

B S Business Administration
 M S Educational Leadership
 Certifications-
 School Principal (all levels)
 Mathematics-5-9

Performance Record

2012 - C School, (46%R/43%M; 62%R/45%M; 64%R/50%M) *
 2011- B School, AYP 79% (43%R/69%M; 50%R/68%M; 47%R/68%M) * 2010 – Atlantic-B School, AYP 72% (38% R/66% M; 45% R/71% M; 42% R/64% M) *
 2009 – Atlantic-D School, AYP 69% (35% R/65% M; 39% R/69% M; 43% R/58% M) *
 2008 – Atlantic -C School, AYP 72% (39% R/70% M; 48% R/ 77% M; 47% R/73% M) *
 2007 – D School, AYP72% (37% R/67% M; 48% R/77%M; 47% R/73% M) * 2006-Alantic-C, AYP 74% (29%R/60%M;42%R/69%M; 47%R;NA%M) 2005-Atlantic-C School, AYP 70% (33% R/61%M; 45%R/67%M; 50%R/NA%M)
 2004-Atlantic-C School, AYP 77% (34% R/60%M; 44%R/72%M; 46%R/NA%M)
 2003-Atlantic-B School, AYP NA% (41% R/61%M; 56%R/73%M; 63% R/NA%M)
 2002-Atlantic-C School, AYP NA% (35% R/57%M; 52%R/66%M; 56%R/NA%M)
 2001-Atlantic-C School-no other data *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Jennie Hughes

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

BS Recreation
 MA Emotionally Handicapped
 Specialist Educational Leadership
 Certifications-
 Educational Leadership (all levels)
 Emotionally Handicapped K-12

Performance Record

2012 - C School, (46%R/43%M; 62%R/45%M; 64%R/50%M),
 AYP 79% (43%R/69%M; 50%R/68%M;47%R/68%M)
 2011- B School, AYP 79% (43%R/69%M; 50%R/68%M; 47%R/
 68%M) 2010-Deltona High-B School, AYP 67% (47%R/71%M;
 52%R/70%M; 45R/58%M)
 2009-Deltona High-C School, AYP 67%
 (42%R/71%M; 50%R/74%M; 53%R/64%M)
 2008-Deltona High-C School, AYP 72%
 (39%R/69%M; 54%R/77%M; 54%R/73%M)
 2007-Deltona High-C School, AYP 64%
 (35%R/61%M; 46%R/67%M; 47%R/64%M)
 2006-Deltona High-C School, AYP 67%
 (33%R/62%M; 45%R/71%M; 53%R/NA%M)
 2005-Deltona High-D School, AYP 53%
 (34%R/64%M; 42%R/68%M; 46%R/NA% M)

Scott Livvendahl

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

BA Communications and Sociology
 M.Ed Teaching and Learning
 Ed.D. Educational Leadership
 Certifications
 Educational Leadership
 Language Arts 6-12

Performance Record

2012 - Heritage Middle School, B School, (54%R/52% R; 64% R/68%; 63% 64% M) *

2011 - A School, (74%R/67%M; 65%R/66%M; 67%R/68%M) *

2010- A School, AYP 74% (74% R/57% M;65% R/67% M; 67% R/68% M)*

2009 – A School, AYP 72% (73% R/69% M; 65% R/70% M; 69% R/69%M) *

2008 – A School, AYP 92% (72% R/69% M;68% R/70% M; 70% R/67% M) *

2007 – A School, AYP 74% (68% R/64% M;61% R/ 70% M; 57% R/67%M) *

2006 – A School, AYP 87% (69% R/64% M;61% R/67% M; 61% R/65% M) *

2005 – A School, AYP 85% (68% R/64% M;65% R, 69% M; 70% R, N/A% M) *

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

Leslie McLean		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	BA Philosophy M A English Ed Specialist Educational Leadership Certifications- Educational Leadership (all levels) English 6-12 Middle Grades endorsement ESOL endorsement	
Performance Record	2012 - C School, (46%R/43%M; 62%R/45%M; 64%R/50%M) * 2011- B School, AYP 79% (43%R/69%M; 50%R/68%M; 47%R/68%M) * 2010-Deltona High-B School, AYP 67% (47%R/71%M; 52%R/70%M; 45%R/58%M) 2009-Deltona High-C School, AYP 67% (42%R/71%M;50%R/74%M; 53%R/64%M) 2008-Deltona High-C School, AYP 72% (39%R/69%M; 54%R/77%M; 54%R/73%M) 2007-Deltona High-C School, AYP 64% (35%R/61%M; 46%R/67%M; 47%R/64%M) 2006-Deltona High-C School, AYP 67% (33%R/62%M; 45%R/71%M; 53%R/NA% M) 2005-Deltona High-D School, AYP 53% (34%R/64%M; 42%R/68%M;46%R/NA%M) 2004-Deltona High-C School, AYP 64% (37%R/64%M; 47%R/70%M; 47%R/NA%	

Rodney Smith		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BA Physical Education MA Educational Leadership Certifications- Educational leadership (all levels) Physical Education 6-12	
Performance Record	2012 - C School, (46%R/43%M; 62%R/45%M; 64%R/50%M) * 2011- B School, AYP 79% (43%R/69%M; 50%R/68%M; 47%R/68%M) *	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Thomas

Full-time / School-based Years as Coach: 9 Years at Current School: 9

Areas Reading/Literacy

Credentials Bachelors,
Reading K-12
ESE K-12
Elem. Ed.
ESOL

Performance Record School Years 11-12 10-11 09-10 08-09 07-08 06-07 05-06
 % High Standards Reading 46 43 47 42 39 35 33
 % High Standards Math 43 69 71 71 69 61 62
 % High Standards Writing 74 75 84 78 86 83 82
 % High Standards Science N/A 41 32 35 33 32
 % Learning Gains Reading 62 50 52 50 54 46 45
 % Learning Gains Math 45 68 70 74 77 67 71
 % of Lowest 25% Learning Gains in Reading 64 47 45 53 54 47 53
 % of Lowest 25% Learning Gains Math 50 68 58 64 73 64
 AYP No No No No No No

Full-time / School-based Years as Coach: Years at Current School:

Areas Mathematics

Credentials

Performance Record

Classroom Teachers

of classroom teachers

101

receiving effective rating or higher

93, 92%

Highly Qualified Teachers

100%

certified in-field

101, 100%

ESOL endorsed

16, 16%

reading endorsed

12, 12%

with advanced degrees

43, 43%

National Board Certified

4, 4%

first-year teachers

8, 8%

with 1-5 years of experience

15, 15%

with 6-14 years of experience

38, 38%

with 15 or more years of experience

40, 40%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 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

Deltona High School works in conjunction with Volusia County School to interview and hire quality teaching applicants. Dr. Scott Lifvendahl also works with Dr. Les Potter at Daytona State College to recruit qualified college graduates. Dr. Lifvendahl also works with Dr. Walter Doherty at the University of Central Florida to hire certified-in-field graduates. Once hired, Dr. Lifvendahl maintains monthly "New Teacher" 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.

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

The mentoring program at Deltona High School pairs new teachers with the department chairs to offer daily support regarding lesson plans, attendance, grading programs, discipline, and assessments. Deltona also has Professional Learning Communities (PLCs) that meet at least twice a month to help aid new teachers.

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

Deltona High School followed the 8 step process. First we reviewed our A.M.O. data and identified literacy as a school-wide concern, both reading and writing. Next we reviewed possible barriers and resources. We selected a topics that allowed for alterable curriculum, instruction, and educational environment. We prioritized action step and implementation, monitoring and review for fidelity. This process involved administration, faculty and the SAC.

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia MTSS formerly know as the Proficiency Model. 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, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate 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. Communicates with parents 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. **Academic Leadership Team (ALT):** Team members provide core instruction, participate in student data collection, deliver Tier 1 instruction intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention.

Select Core Education Teachers: Provides 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: (included are co-teacher, support facilitator and consultation teachers)

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this databased decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified

school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, FAIR, Core subjects DA's, and departmentally developed formative assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), Core subject DA's, and departmentally developed formative assessments: End of year: FAIR, Scantron based assessments and FCAT

Frequency of Data Days: data analysis is on going depending on core subject areas or as determined by principal

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, subject area 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: Extended Day for All Students

Minutes added to school year: 0

Through the use of a daily Intervention Period, teacher see one period each day a second time. This Intervention Period is prior to lunch provides for remediation and enrichment.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Monitoring of student grades and DA scores

Who is responsible for monitoring implementation of this strategy?

All administrator are responsible to regularly observe and monitor teachers during the Intervention Period.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Thomas	Reading Coach
Dr. Lifvendahl	Administrators
Mr. Geigel	Social Studies
Mrs. Beavers	Math
Mr. Clark	Science
Lt. Col. Moore-Labban	ROTC
Ms. Gove	ESE
Ms. Lapointe	Arts
Mr. Hickox	PE
Ms. Norcia	Foreign Language

How the school-based LLT functions

The Deltona High School Literacy Team meets once a month and is composed of a member from each content area in the school. They meet monthly with a set agenda and follow-up minutes. Sub-committees may meet more often. The team is led by the Reading Coach who sets the agenda with input from team members and administration. The coach prepares the materials, writes the minutes, and follows-up with needed additional information and materials. The members bring forth literacy issues from their departments and from the school as a whole. The chair also serves as a liaison to the administration and the faculty, ensures that Literacy Team programs are carried out, surveys the faculty, and provides resources, data, and trainings to team members and faculty. The team members report back to the faculty through the department meetings where the Literacy Report is an agenda item each month. The Literacy Team members serve as the literacy 'go-to' person in their respective departments; they provide resources, seek out needed information, encourage adherence to the school's Literacy Initiative, help colleagues improve their literacy instruction, and ensure that the teaching of literacy skills is everyone's job, not just that of the reading and English teachers. In addition, Literacy Team members do "mini-professional development" trainings based around their goals at the department or Professional Learning Community meetings.

Major initiatives of the LLT

The overall goal of the Literacy Team is to "create a capacity for reading knowledge within the school" and to ensure that Literacy is everyone's job. At the beginning of each year, the Literacy Team sets goals aligned with the School Improvement Plan, identified department needs, district priorities, and student achievement data. They survey the faculty as needed and seek input from teachers. For 2013-14 the team will be focusing on selected Common Core standards across the curriculum with some added guidelines for implementation. The focus standards include the following: read closely and cite text, interpret words and phrases (vocabulary), integrate and evaluate content, and comprehend and respond to complex text. In order to help guide teachers in addressing these standards the following implementation guidelines were included: Students will learn and consistently use one reading strategy throughout the year, complete at least one formal writing assignment per unit of study, present/speak formally once per nine weeks, complete a reading and writing component on at least one summative per nine weeks, and learn academic and content area vocabulary and Greek/Latin roots, prefixes and suffixes related to each subject. It is expected that these standards will be taught and the implementation plan followed in every classroom as appropriate to the content area. will create a "guidance document"

that will give content area teachers more specific ideas on how each of the focus standards listed above might look in their classroom. Once that is accomplished, the team will focus on one standard per month and identify ways these literacy standards can be woven into the content areas. They will also address how the implementation might look in various subjects. For example, what might a “formal writing assignment” be in a science or technical class? As we work on each standard and each implementation point, members will take the ideas back to their departments and bring back questions and concerns from faculty.

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, the use of graphic organizers, continued use of the Greek/Latin root/prefix/suffix charts, and the use of Word Walls. These items also will be reviewed at Literacy Team meetings and through staff professional development, then taken back to the departments by the team members who can make the appropriate links to specific content areas.

Every Teacher Contributes to Reading Instruction

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

Through the use of the Deltona High School Reading Initiative, every teacher will engage student in reading and writing as it is appropriate in the subject area. the initiative includes Common Core strategies for reading, writing and speaking including

- Read closely and cite text
- Interpret words and phrases (vocabulary)
- Integrate and evaluate content
- Comprehend and respond to complex text
- Learn and consistently use one reading strategy throughout the year
- Complete at least one formal writing assignment per unit of study
- Present/speak formally once per nine weeks
- Complete a reading and writing component on at least one summative per nine weeks
- Learn academic and content area vocabulary and Greek/Latin roots, prefixes and suffixes related to each subject

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

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. A daily focus of the school is for teachers and students to ask each other, “why are we learning this?” to ensure that instruction is always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events.

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

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. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year’s curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent’s signature.

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 the school and district level:

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- Making High School Count Programs
- Making College Count Programs
- College Tours
- College Rep Visits
- * College Prep English Class for Juniors and Seniors

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	58%	48%	No	63%
American Indian				
Asian		60%		
Black/African American	49%	24%	No	54%
Hispanic	49%	44%	No	54%
White	65%	56%	No	69%
English language learners	23%	3%	No	31%
Students with disabilities	41%	17%	No	47%
Economically disadvantaged	52%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	361	47%	50%
Students scoring at or above Achievement Level 4	171	22%	26%

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>		45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	358	48%	53%
Students in lowest 25% making learning gains (FCAT 2.0)	123	63%	65%

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	74%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	35%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	61%	65%

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.	147	59%	65%

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	184	49%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		45%

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%	61%	Yes	51%
American Indian				
Asian				
Black/African American	35%	44%	Yes	42%
Hispanic	40%	55%	Yes	46%
White	50%	70%	Yes	55%
English language learners	28%	38%	Yes	35%
Students with disabilities	41%	27%	No	47%
Economically disadvantaged	43%	57%	Yes	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	284	67%	70%
Students in lowest 25% making learning gains (EOC)	85	64%	68%

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.	156	63%	67%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	31%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	78%	79%
Students scoring at or above Achievement Level 4	53	24%	28%

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]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	74%	85%
Students scoring at or above Achievement Level 4	83	34%	45%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

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	70	4%	7%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	32	1%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		52%	55%

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	79	4%	8%
Passing rate (%) for students who take CTE industry certification exams		55%	60%
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	143	33%	25%
Students with grade point average less than 2.0	347	23%	19%
Students who fail to progress on-time to tenth grade	78	18%	15%
Students who receive two or more behavior referrals	606	30%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	584	29%	25%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Increase the parent involvement in Open House, Deltona Academic Night, SAC and PTSA meetings

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement from 12% to 15%	203	12%	15%

Area 10: Additional Targets

Additional targets for the school

One of our additional targets is to receive the Five Star Award for the second year in-a-row.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The new Deltona High School Literacy Initiative will be implemented throughout the campus to use Common Core strategies to help improve both reading and writing.

Goals Detail

G1. The new Deltona High School Literacy Initiative will be implemented throughout the campus to use Common Core strategies to help improve both reading and writing.

Targets Supported

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

Resources Available to Support the Goal

- Reading coach, intervention period, PLCs

Targeted Barriers to Achieving the Goal

- The largest barrier is training of staff and regularly monitoring classrooms to ensure that the Deltona High School Literacy Initiative is fully implemented.

Plan to Monitor Progress Toward the Goal

Data analysis

Person or Persons Responsible

Administration

Target Dates or Schedule:

Bi-monthly

Evidence of Completion:

Agendas and meeting minutes, student performance data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The new Deltona High School Literacy Initiative will be implemented throughout the campus to use Common Core strategies to help improve both reading and writing.

G1.B1 The largest barrier is training of staff and regularly monitoring classrooms to ensure that the Deltona High School Literacy Initiative is fully implemented.

G1.B1.S1 Through the use of staff development workshops on Expanded Professional Development Wednesday and during monthly faculty meeting, Deltona High School will train all teachers on strategies to implement the Deltona Literacy Initiative.

Action Step 1

Bi-monthly staff development

Person or Persons Responsible

Faculty

Target Dates or Schedule

After school the first Wednesday of each month and the third Tuesday of each month.

Evidence of Completion

Administrations will monitor attendance of all faculty and review sign-in sheet to ensure training participation.

Facilitator:

Dr. Lifvendahl, Mrs. Carson, Mrs. Thomas

Participants:

Faculty

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

Administration oversight of PLC meeting, department meeting and regular classroom visits

Person or Persons Responsible

All administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, note and VSET records.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations and meeting

Person or Persons Responsible

Administration

Target Dates or Schedule

Class time and after school.

Evidence of Completion

VSET observations, meeting agendas and minutes.

G1.B1.S2 Through the use of classroom visits as implemented in the VSET process, administrators will regularly visit each classroom, PLC meeting, and department meeting to ensure implementation of the Literacy Initiative.

Action Step 1

Classroom observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

VSET observations

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

Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom and meetings

Evidence of Completion

VSET observations

Plan to Monitor Effectiveness of G1.B1.S2

Debriefings

Person or Persons Responsible

Principal and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda and meeting notes.

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Deltona High School include:

- Reading Coach to provide comprehensive staff development and intervention for the purpose of raising reading skills and scores
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The 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 provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Suicide prevention program
- Bullying program

- Red Ribbon Week
- Date Violence Presentation

Nutrition Programs

Deltona High School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Culinary classes

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.

Career and Technical Education

Deltona High School offers the following career academies:

- Academy of Entrepreneurship
- Health Services Academy
- Print Ed Academy

Job Training

Deltona High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations. Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. The third district in the country to receive such recognition. In addition, students are offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as JROTC, FFA, HOSA, TSA, DECA, and BPA.

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. The new Deltona High School Literacy Initiative will be implemented throughout the campus to use Common Core strategies to help improve both reading and writing.

G1.B1 The largest barrier is training of staff and regularly monitoring classrooms to ensure that the Deltona High School Literacy Initiative is fully implemented.

G1.B1.S1 Through the use of staff development workshops on Expedited Professional Development Wednesday and during monthly faculty meeting, Deltona High School will train all teachers on strategies to implement the Deltona Literacy Initiative.

PD Opportunity 1

Bi-monthly staff development

Facilitator

Dr. Lifvendahl, Mrs. Carson, Mrs. Thomas

Participants

Faculty

Target Dates or Schedule

After school the first Wednesday of each month and the third Tuesday of each month.

Evidence of Completion

Administrations will monitor attendance of all faculty and review sign-in sheet to ensure training participation.

Appendix 2: Budget to Support School Improvement Goals