2013-2014 SCHOOL IMPROVEMENT PLAN

University High School
1000 W RHODE ISLAND AVE
Orange City, FL 32763
386-968-0013
http://www.uhstitans.com/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	55%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	42%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	C	C

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.

Table of Contents

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
University High School

Principal
Dennis Neal

School Advisory Council chair
Bobbie Jo Grieve

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

Name	Title
Haubert, Estelle	SAC Co-Chair/ESE Department Chair
Azucar, Jorge	Foreign Language Dept Chair
Bambrick, Margaret	Data Analyst
Chenoweth, Karen	Curriculum Assistant Principal
Conrad, Reid	Performing Arts Dept Chair
Devito, John	Data Assistant Principal
Donlevy, Michael	Media Specialist
Grieve, Bobbie Jo	Social Studies Dept Chair
Hahn, Staci	Athletic Director
Hartman, Larry	PE Dept Chair
Henderson, Heather	Literacy Coach, Dept Chair
Lapnow, Christina	Admin TOA, Testing Coordinator
Lastowski, Jennifer	Mathematics Dept Chair
Lastowski, William	Science Dept Chair
Marracino, Laura	Guidance Director
Neal, Dennis	Principal
Peel, Jennifer	CTE Dept Chair
Smith, Bethany	Literacy Dept Co-Chair
Torres-Pearsall, Sophia	Activities Director

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

Principal (Dennis Neal)
Co-Chairs/Teacher/VCS Employee (Bobbie Jo Grieve and Estelle Haubert)
2 Teachers/VCS Employees (Sharen Corrigan and Dawn Drysdale)
2 Administrative TOA/VCS Employees (Frank Martello and Christina Lapnow)
1 Administrator/VCS Employee (Karen Chenoweth)
1 Support Staff/VCS Employee (Sophia Torres-Pearsall)
2 Students (Paul Bebee and Rachel Butlien)
2 Community Members (David Butlien and Laurie Charles)
10 Parents (Dwayne Asay, Karen Brown, Phyllis Butlien, Karen Danielson, Tiffany Glomb, Mark Hall, Tracey Natriello, Deborah Mahoney, Reychelle Vise and Yvette Figueroa)

Involvement of the SAC in the development of the SIP

In May 2013, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In August 2013, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2013 meeting. Throughout the school year the School Advisory Council is continually provided with updates on the instructional program at University High School and their feedback is solicited for any modifications throughout the school year.

Activities of the SAC for the upcoming school year

In addition to continually monitoring the School Improvement Plan, our School Advisory Council will work on sub-committees targeting specific needs of our campus: including the use of facilities for instructional programs, fundraising for classroom projects and reviewing and analyzing the school security plan and making recommendations for the safety and security of our students and staff.

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

We currently have $167.04 in the School Advisory Council from previous school improvement allocation fund with no anticipation of future monies from the state. The School Advisory Council will review any teacher request to fund classroom projects. To supplement this shortfall, a sub-committee is researching ways to fund-raise so that more teachers can submit requests for classroom resources and supplies that will increase 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

n/a

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:

Dennis Neal

Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	BS Elementary Education MS Ed. Leadership Certification: Elementary Education and Ed. Leadership
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - A School AYP 72% (73%R/69%M, 65%R/70%M, 69%R/69%M)* 2009 – A School AYP 92% (72%R/69% M,68%R/70%M, 70%R/67%M)* 2008 – A School AYP 74% (68%R/64% M,61%R/70%M, 57%R/67%M)* 2007 – A School AYP 87% (69%R/64%M, 61%R/67%M, 61%R/65%M)* 2006 – A School AYP 85% (68%R/64%M,65%R/69%M, 70%R)* Mr. Neal either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Joan Lee		
Asst Principal	Years as Administrator: 13	Years at Current School: 4

Credentials	BA Psychology MS Emotional Disturbed Ed.S. in Ed. Leadership and Emotional Disturbed K-12 Certification: Mental Retardation, Ed. Leadership with ESOL Endorsement
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010- A School AYP 87% (67%R/64%M, 64%R/67%M, 67%R/68%M)* 2009- C School AYP 77% (46%R/52%M, 57%R/65%M, 71%R/62%M)* 2008 – A School, AYP 74% (68%R/64% M,61%R/70%M, 57%R/67%M)* 2007 – School exempt from school grades and AYP 2006 – School exempt from school grades and AYP Ms Lee either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Craig Pender		
Asst Principal	Years as Administrator: 10	Years at Current School: 4

Credentials	BA Music Education MS Ed. Leadership Certification: Music K-12 and Ed. Leadership
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - D AYP 69% (41%R/69%M,44% R/72%M, 41%R/59%M)* 2009 – D School AYP 62% (38%R/67%M, 44%R/68%M, 42%R/60%M)* 2008- C School AYP 67% (37%R/64%M, 49%R/73%M, 50%R/74%M)* 2007- D School AYP 59% (31%R/60%M, 44%R/67%M, 48%R/71%M)* 2006- D School AYP 59% (30%R/58%M, 41%R/64%M, 42%R)* Mr. Pender either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Karen Chenoweth		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	BA Social Science and Secondary Education MS Ed. Leadership Certification: Social Science 6-12 and Ed. Leadership with ESOL Endorsement
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* Mrs. Chenoweth either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

John R. De Vito		
Asst Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	BA Exceptional Student Education MS Ed. Leadership Certification: Specific Learning Disabilities and Ed. Leadership
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - A School AYP 72% (73%R/69%M, 65%R/70%M, 69%R/69%M)* 2009 – A School AYP 92% (72%R/69% M,68%R/70%M, 70%R/67%M)* 2008 – A School AYP 74% (68%R/64% M,61%R/70%M, 57%R/67%M)* 2007 – A School AYP 87% (69%R/64%M, 61%R/67%M, 61%R/65%M)* 2006 – A School AYP 85% (68%R/64%M,65%R/69%M, 70%R)* Mr. Devito either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Steafon Jenkins		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BA Elementary Education & ESE MS Ed.Leadership Certification: Elementary Ed. ESE Ed. Leadership
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* Mr. Jenkins either met or exceeded the competencies required for administrators. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Instructional Coaches

of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Heather Henderson		
Full-time / School-based	Years as Coach: 10	Years at Current School: 4

Areas	Reading/Literacy
Credentials	BS in Secondary English Education from Florida State University; MFA in Writing from Norwich University. English 6-12 Certification; Reading Endorsement K-12; ESOL Endorsement K-12.
Performance Record	2013 - Grading Pending (56%R/65%M, 67%R/71%M, 66%R/57%M)* 2012 - C School (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - A School AYP 72% (73%R/69%M, 65%R/70%M, 69%R/69%M)* 2009 – A School AYP 92% (72%R/69% M,68%R/70%M, 70%R/67%M)* 2008 – A School AYP 74% (68%R/64% M,61%R/70%M, 57%R/67%M)* 2007 – A School AYP 87% (69%R/64%M, 61%R/67%M, 61%R/65%M)* 2006 – A School AYP 85% (68%R/64%M,65%R/69%M, 70%R)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Classroom Teachers

# of classroom teachers

142

 # receiving effective rating or higher

141, 99%

 # Highly Qualified Teachers

100%

 # certified in-field

0, 0%

 # ESOL endorsed

19, 13%

 # reading endorsed

17, 12%

 # with advanced degrees

58, 41%

 # National Board Certified
9, 6%

 # first-year teachers
15, 11%

 # with 1-5 years of experience
31, 22%

 # with 6-14 years of experience
55, 39%

 # with 15 or more years of experience
41, 29%

Education Paraprofessionals

# of paraprofessionals
16

 # Highly Qualified
16, 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

Principal and Administrative Team attend the summer job fair to interview and hire highly qualified potential teachers. The Data and ESE Assistant Principals coordinate the hiring process and utilize department chairs to assist with interviewing effective content teachers. Our efforts to retain highly qualified teachers include: administration and veteran teacher leaders coordinating school orientation, new teacher support group, buddy teachers for first year or new to the school and teacher development through Professional Learning Communities. The Principal makes efforts to retain new highly qualified, effective teachers by periodically celebrating their performance at week one, first quarter, first semester and end of first year milestones. First year teachers are also provided additional support through the district's PAR teacher program.

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

Administrative and teacher leaders meet monthly with first year teachers to provide professional development on effective teaching practices, as well as address any day-to-day classroom concerns.

First year teachers and teachers new to the school are connected to a buddy teacher based on their content and physical location so that the person is readily accessible to them each day.

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

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 RtI 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.

The eight step process was used by the school's leadership team and faculty to determine the school's instructional focus based on performance data for 2013-2014. Our areas of focus are reading and writing across all content areas, integrating Common Core State Standards in all content areas, providing more effective feedback and closing the achievement gap of our ESE subgroup.

Core Professional Learning Communities participated in Professional Learning Community training through a Title I School Improvement Grant to analyze data and determine their subgroup performance. Professional Learning Communities brainstormed all the barriers to learning and identified resources in place that would target the actionable barriers to learning.

Each teacher has written their Deliberate Practice Plan to focus on their subgroup not meeting AMO and will discuss and monitor their progress in their Professional Learning Community and department meetings through monthly data chats. ESE teacher leaders will provide professional development on strategies, interventions and best practices to assist general education teachers to increase the achievement of their identified subgroup.

The Guidance Department monitors at-risk students as well initiates referrals to the Problem Solving Team. Students not meeting adequate progress who are referred to the Problem Solving Team are provided interventions to obtain greater individual student achievement. Student progress is monitored by the Problem Solving Team and if needed, additional screening and/or evaluations are conducted to determine eligibility for additional services. The additional services may be a 504 Plan which is monitored by the Guidance Department or an IEP which is monitored by the ESE Annual Goals Case Manager which provides the teacher with accommodations for individual student success.

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.

Principal - monitors school-wide data and instructional focus
Assistant Principal of Curriculum - monitors Professional Learning Community work, provides assistance with data analysis and coordinates the school's professional development plan
Data Assistant Principal - monitors the early warning system reports and makes recommendations for adjustments in the School Improvement Plan
Literacy Coach - implements professional development for reading and writing in all content areas, provides one-on-one assistance to classroom teachers to improve student achievement, analyzing FAIR, FCAT, PERT, and Volusia Writes data to determine student placement in appropriate course and coordinates the school-wide literacy plan
Department Chairs - provide content specific professional development, reviews and provides feedback on the school literacy and school-wide professional development plans

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.
Leadership Team meets monthly in which we address any concerns with our instructional program and if needed we make adjustments in our professional development and our literacy plans. Department Chairs serve as the liaison between the teachers and administrators to ensure strategies and resources are provided for the teachers. If not, then concerns will be brought to the Leadership Team and discussed for solutions. In regards to the school-wide writing program department chairs will work closely with their teachers to oversee writing samples and student progress. The department chairs are also a liaison between the teachers and district specialists to monitor the implementation of Common Core State Standards. The plans in place are CCIA, Literacy, school-wide writing plan, professional development plan

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

The Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments 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).Crosspointe,

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

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 data-based 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.

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: 4,320

30 minutes a day x 4 days a week x 36 weeks = 4,320 minutes for students to receive instruction in any curriculum area within the lunch period. Students can receive instruction, remediation, opportunities to retake summatives and/or enrichment activities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Teachers have students sign in and maintain a log of participation. Students who participate in this extended learning have opportunities to demonstrate increased proficiency which may result in a grade change.

Who is responsible for monitoring implementation of this strategy?

The administrative team checks that teachers are complying with the required extended learning opportunities and teachers maintain a log of participation.

Strategy: Extended Day for All Students

Minutes added to school year: 240

Office hours tutoring program for students needing to pass the Algebra EOC in December.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Sign-in sheets and test scores will provide accountability for the tutoring time.

Who is responsible for monitoring implementation of this strategy?

Math department chair, math coach, and Curriculum Assistant Principal.

Strategy: Summer Program
Minutes added to school year:

Summer Reading Program (required enrichment activity)

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Who is responsible for monitoring implementation of this strategy?

Strategy: Summer Program
Minutes added to school year: 1,680

8 days x 3.5 hours x 60 = 1,680 minutes for EOC Review for students who did not score a 3 or higher on the Algebra EOC.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The course instructors collect the sign in sheets and participants test scores are compared to their previous EOC score.

Who is responsible for monitoring implementation of this strategy?

The Curriculum Assistant Principal is responsible for collecting the data and comparing EOC scores to the participants previous EOC scores.

Strategy: Summer Program
Minutes added to school year: 6,240

6.5 hours x 4 days x 4 weeks x 60 = 6,240 minutes for the Extended School Year for students who have disabilities in which a break in educational delivery would negatively impact their learning process.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Data is collected by the stakeholders in the IEP meeting who determine the severity of educational impact the student would sustain if he/she was not provided the opportunity to attend extended school year.

Who is responsible for monitoring implementation of this strategy?

The IEP Annual Goals Case Manager will monitor the IEP and ensure the IEP is being implemented, LEA Representative will ensure the student is enrolled in the Extended School Year program and the ESE teacher will implement the curriculum for learning gains.

Strategy: Before or After School Program
Minutes added to school year: 180

3 hours = 180 minutes for Professional Learning Communities to analyze various data, such as FAIR, FCAT, nine week district interim, Volusia Writes, EOCs and classroom assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Professional Learning Communities will use Data Warehouse and CrossPointe to access student performance on the above mentioned assessments. Pinnacle will be utilized to access classroom assessments.

Who is responsible for monitoring implementation of this strategy?

The Data and Curriculum Assistant Principals will monitor the Professional Learning Communities, the Professional Learning Communities will monitor the individual classroom teachers and the individual classroom teachers will monitor individual students classroom assessments.

Strategy: Before or After School Program

Minutes added to school year: 120

1 day x 2 hours = 120 minutes for teachers to learn how to work in a Professional Learning Community and discuss the barriers to student learning and brainstorm resources/strategies to alleviate the barriers to student learning. The teachers also identified subgroups such as ESE, ELL, 504, and students who scored a level 1 or level 2 on FCAT within their classroom.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

The data was retrieved from Data Warehouse for teachers to identify above mentioned subgroups and will be used throughout the school year during PLC time to monitor progress of these subgroups.

Who is responsible for monitoring implementation of this strategy?

Curriculum Assistant Principal will review weekly Professional Learning Community notes to ensure individual classroom teachers are monitoring student success. Each Professional Learning Community will analyze classroom assessments to ensure student success.

Strategy: Extended Day for All Students

Minutes added to school year: 300

2 weeks x 30 minutes = 300 minutes for students who have scored a 1 or 2 on FCAT to receive strategies to help improve FCAT scores

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The course instructors collect the sign in sheets and participants test scores are compared to their previous FCAT score.

Who is responsible for monitoring implementation of this strategy?

The Curriculum Assistant Principal and Literacy Coach is responsible for collecting the data and comparing FCAT scores to the participants previous FCAT scores.

Strategy: Weekend Program
Minutes added to school year: 2,160

3 hours x 6 days x 60 minutes x fall and spring = 2,160 minutes for students to participate in a SAT prep course.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The course instructors collect the sign in sheet and test scores are compared....................

Who is responsible for monitoring implementation of this strategy?

The Curriculum Assistant Principal is responsible for collecting the data and comparing test scores to the sign in sheets.

Literacy Leadership Team (LLT)

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

Name	Title
Dennis Neal	Principal
Jorge Azucar	Foreign Language Dept Chair
Margaret Bambrick	Data Analysis
Karen Chenoweth	Curriculum Assistant Principal
Reid Conrad	Performing & Visual Arts Dept Chair
John Devito	Data Assistant Principal
Michael Donlevy	Media Specialist
Larry Hartman	PE Dept Chair
Estelle Haubert	ESE Dept Chair
Heather Henderson	Literacy Coach, ELA Dept Chair
Christina Lapnow	TOA, Testing Coordinator
Jennifer Lastowski	Mathematics Dept Chair
William Lastowski	Science Dept Chair
Laura Marracino	Guidance Director
Jennifer Peel	CTE Dept Chair
Bethany Smith	ELA Dept Chair
Bobbie Jo Grieve	Social Studies Dept. Chair

How the school-based LLT functions

The Literacy Leadership Team looked at FCAT and FCAT Writes data from the previous year to determine our 2013-2014 school-wide focus as it pertains to literacy. Our focus this year will be to

implement Common Core State Standards in all content areas. The Literacy Leadership Team meets monthly to discuss reading and writing strategies that will be implemented school-wide and to plan professional development opportunities.

Major initiatives of the LLT

The initiative for the 2013-2014 school year is to implement Common Core State Standards in all content areas. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement.

Every Teacher Contributes to Reading Instruction

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

Our school has a full-time literacy coach who works regularly with all literacy teachers and non-literacy teachers to assist their professional development of reading strategies.
Our leadership team monitors and adjusts as Literacy Plan as needed.
All teachers visited our Data Room during pre-planning and were taught how to read our reading scores and the multi-year trends, as well as our subgroups with the greatest achievement gaps.
PLCs have been trained to identify their students with 1s and 2s on FCAT reading and to work together to write strategies to assist those students.
ELA and ESOL teachers provide instruction through an integrated curriculum based on Common Core State Literacy Standards. Mathematics teachers provide instruction through an integrated curriculum based on Common Core State Mathematics Standards. All other core and non-core teachers use a blended curriculum of Sunshine State Standards or Next Generation Sunshine State Standards blended with Common Core State Standards.
Reading and Writing Non-Negotiable Expectations are provided to every teacher during pre-planning and referenced during PLC, department, and faculty meetings.
Implementation of specific reading strategies is monitored through the VSET process.

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. CTE programs and academies are using Common Core integrated lesson plans based on Project Based Learning experiences. The projects are aligned to real world experiences for students.

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. The Counseling Department sponsors a College Day each semester for all

students, as well as fall Senior conferences so that students are on target to graduate. Underclassmen registration process is based on the students' proposed career path and post-secondary needs.

Strategies for improving student readiness for the public postsecondary level

Students are placed into the correct level of English Language Arts and Mathematics courses based on their previous year achievement data.
Students ready for an accelerated program may register for Advanced Placement courses, or register for Dual Enrollment or Early College courses.
Teachers provide rigorous instruction based on district curriculum maps.
6 Career Academies and 5 CTE career oriented programs provide students with academic experiences that mirror post-secondary plans. Students learn about the academies during hte High School Showcase.
SAT prep courses are scheduled on the school campus in the fall and spring, as are college visits for students to meet with specific college representatives here on our campus.
District and state interim assessment data is analyzed by PLCs and administrators and then specific remediation plans are developed for students not making adequate progress in any of their courses.

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%	56%	No	63%
American Indian		0%		
Asian	69%	56%	No	72%
Black/African American	52%	38%	No	57%
Hispanic	48%	52%	Yes	54%
White	63%	61%	No	66%
English language learners	28%	24%	No	35%
Students with disabilities	33%	19%	No	40%
Economically disadvantaged	49%	46%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	330	27%	30%
Students scoring at or above Achievement Level 4	365	29%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		7%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	734	63%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	193	61%	67%

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)	64	78%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	46%	52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	51%	56%

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.	260	67%	74%

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	344	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		74%

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	38%	65%	Yes	44%
American Indian		0%		
Asian		93%		
Black/African American	39%	36%	No	45%
Hispanic	38%	60%	Yes	44%
White	38%	69%	Yes	45%
English language learners	37%	47%	Yes	43%
Students with disabilities	33%	33%	Yes	40%
Economically disadvantaged	37%	57%	Yes	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		44%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	484	69%	76%
Students in lowest 25% making learning gains (EOC)	121	57%	63%

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.	232	60%	66%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	49%	54%
Students scoring at or above Achievement Level 4	21	7%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	30%
Students scoring at or above Achievement Level 4	162	46%	51%

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]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	41%	45%
Students scoring at or above Achievement Level 4	114	36%	40%

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)	10		14
Participation in STEM-related experiences provided for students	55	18%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	70		77%
Passing rate (%) for students who take CTE-STEM industry certification exams		69%	76%

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 *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	68	2%	
Passing rate (%) for students who take CTE industry certification exams		36%	
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	436	15%	13%
Students in ninth grade with one or more absences within the first 20 days	165	21%	19%
Students in ninth grade who fail two or more courses in any subject	227	33%	30%
Students with grade point average less than 2.0	509	20%	18%
Students who fail to progress on-time to tenth grade	124	18%	16%
Students who receive two or more behavior referrals	652	20%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	886	28%	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 number of parents involved in our School Advisory Council.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents involved in School Advisory Council	10	51%	60%

Goals Summary

G1. Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.

Goals Detail

G1. Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, 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 - High School

- CTE

- EWS

- EWS - High School

- Additional Targets

Resources Available to Support the Goal

- School Literacy and Part-Time District Writing Coaches can provide professional development to whole faculty, as well as one-on-one coaching with individual teachers to improve their reading and writing instruction, questioning strategies, feedback, use of rubrics, and data analysis.

- PLCs, Leadership Team, and Administrative Team can analyze district interim assessment data, review samples of student writing from each teacher once per quarter, monitor the success rate of students retaking the FCAT, and make recommendations to the principal for instructional adjustments, interventions, and professional development when needed.

- ESE teacher leaders are able to provide professional development to content teachers on strategies to assist ESE students.

- School Improvement Grant will provide funding for PLCs to be trained to analyze data and then to meet together for the purpose of analyzing student achievement data and making instructional decisions.

- Part-Time District Math Coach will work with the mathematics department PLCs and individual teachers as assess data, write interventions, and adjust curriculum.

Targeted Barriers to Achieving the Goal

- A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, using rubrics for scoring student writing,

understanding the assessed benchmarks/standards on the teacher's high stakes exam, analyzing data from district assessments and/or classroom assessments in order to write specific student interventions and adjust instructional plans.

Plan to Monitor Progress Toward the Goal

Reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions is in place.

Person or Persons Responsible
Principal and Curriculum Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Teachers are observed providing reading and writing instruction, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, VSET observations, and VSET conference discussions.

Action Plan for Improvement

Problem Solving Key

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

G1. Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, using rubrics for scoring student writing, understanding the assessed benchmarks/standards on the teacher's high stakes exam, analyzing data from district assessments and/or classroom assessments in order to write specific student interventions and adjust instructional plans.

G1.B1.S1 Professional development will be provided to target reading and writing instructional strategies, provide effective feedback, use a rubric, and incorporate data analysis to write appropriate interventions and adjust instructional plans.

Action Step 1

E3 Teacher Support Series Workshops to provide training on lesson planning, reading and writing strategies, feedback, assessments, and data analysis.

Person or Persons Responsible

Dept Chairs, Literacy and Math Coaches, Curriculum Assistant Principal, Principal.

Target Dates or Schedule

Monthly meetings on the third Thursday of each month.

Evidence of Completion

Teacher reflection sheets that they are able to apply new knowledge to their content area, and classroom observations will provide evidence the teachers are able to implement the new knowledge.

Facilitator:

Participants:

Action Step 2

Faculty Meeting Trainings will focus on learning how to provide more effective feedback, reading and writing strategies, and strategies that will promote greater learning for our targeted sub-group populations.

Person or Persons Responsible

Principal, Curriculum Assistant Principal, Literacy and Math Coaches, Department Chairs. Teacher leaders

Target Dates or Schedule

Monthly faculty meetings

Evidence of Completion

Teacher reflection sheets after the training will provide evidence that the teacher acquired new knowledge and is able to apply to their own content area.

Action Step 3

Training provided through district Professional Development Day and early release professional development on Common Core State Standards integration and Gradual Release of Responsibility Model. Teachers will make connections to their specific content area during each training day.

Person or Persons Responsible

Curriculum Assistant Principal, Department Chairs

Target Dates or Schedule

Professional Development Day: September 23 Early Release Professional Development Days - first Monday of each month

Evidence of Completion

Teacher reflection sheets after each training provide evidence they are able to apply new knowledge to their lesson planning process with their PLC. Observations in the classroom will provide evidence of implementation.

Facilitator:

Participants:

Action Step 4

Pre-Planning Training: Stage 1: Leadership Team received training on the school's expectations for reading and writing across the curriculum areas, as well as analysis of data as represented on the data wall. Stage 2: Leadership Team department chairs then trained their teachers on the reading and writing expectations and the Curriculum Assistant Principal trained the teachers on analysis of school data as represented on the data wall.

Person or Persons Responsible

Leadership Team, Literacy Coach, Curriculum Assistant Principal

Target Dates or Schedule

Pre-Planning Week

Evidence of Completion

Observation of trainings, department meeting agendas.

Facilitator:

Curriculum Assistant Principal, Literacy Coach, Leadership Team department chairs.

Participants:

Leadership Team (department chairs) in stage 1 and then all teachers in stage 2.

Action Step 5

PLC Training on team effectiveness, setting goals, sub-group identification, and data analysis of reading and writing levels for each teachers' classroom rosters.

Person or Persons Responsible

Curriculum Assistant Principal

Target Dates or Schedule

August and September

Evidence of Completion

Teacher sign-in sheets for SIG grant. Observation of teacher collaboration with PLC.

Facilitator:

Curriculum Assistant Principal

Participants:

Core teachers.

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

Throughout the year, teachers will learn new strategies for reading and writing instruction, providing effective feedback, understanding benchmarks on the high stakes test, and analyzing data.

Person or Persons Responsible

Principal and Curriculum Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Observation of teacher collaboration with PLC. Classroom walkthroughs and observation of teacher instruction. Teacher sign-in sheets for each training, SIG grant and/or inservice documentation.

Plan to Monitor Effectiveness of G1.B1.S1

Teacher instruction will be monitored for evidence of professional growth in all areas connected to our goal.

Person or Persons Responsible

Principal, Curriculum Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthroughs and observations PLC meeting notes Sign-in sheets

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

University High School is provided
Supplemental funds for ongoing staff development as determined by the results of FCAT data:
Title 1 School Improvement Grant - $9,000 provided to the school for PLC training and data analysis.
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
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.
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.
The school offers the following non-violence and anti-drug programs through our Counseling Department :
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
• Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.
Nutrition Programs
The school offers a Food Pantry for students of need and a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Health classes
• Personal Fitness classes
Our school includes the following CTE programs:
• Environmental Resources Academy
• Digital Design Program
• Digital Video Production Program
• Television Production Program
• Applied Robotics Academy
• Engineering Academy

• Finance Academy
• Biomedical Sciences Academy
• Culinary Arts Program
• Gaming & Simulation Academy
• Web Design Program
• Marketing Program
• Diversified Career Technology Program
Job Training
University 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. 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.

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. Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, using rubrics for scoring student writing, understanding the assessed benchmarks/standards on the teacher's high stakes exam, analyzing data from district assessments and/or classroom assessments in order to write specific student interventions and adjust instructional plans.

G1.B1.S1 Professional development will be provided to target reading and writing instructional strategies, provide effective feedback, use a rubric, and incorporate data analysis to write appropriate interventions and adjust instructional plans.

PD Opportunity 1

E3 Teacher Support Series Workshops to provide training on lesson planning, reading and writing strategies, feedback, assessments, and data analysis.

Facilitator

Participants

Target Dates or Schedule

Monthly meetings on the third Thursday of each month.

Evidence of Completion

Teacher reflection sheets that they are able to apply new knowledge to their content area, and classroom observations will provide evidence the teachers are able to implement the new knowledge.

PD Opportunity 2

Training provided through district Professional Development Day and early release professional development on Common Core State Standards integration and Gradual Release of Responsibility Model. Teachers will make connections to their specific content area during each training day.

Facilitator

Participants

Target Dates or Schedule

Professional Development Day: September 23 Early Release Professional Development Days - first Monday of each month

Evidence of Completion

Teacher reflection sheets after each training provide evidence they are able to apply new knowledge to their lesson planning process with their PLC. Observations in the classroom will provide evidence of implementation.

PD Opportunity 3

Pre-Planning Training: Stage 1: Leadership Team received training on the school's expectations for reading and writing across the curriculum areas, as well as analysis of data as represented on the data wall. Stage 2: Leadership Team department chairs then trained their teachers on the reading and writing expectations and the Curriculum Assistant Principal trained the teachers on analysis of school data as represented on the data wall.

Facilitator

Curriculum Assistant Principal, Literacy Coach, Leadership Team department chairs.

Participants

Leadership Team (department chairs) in stage 1 and then all teachers in stage 2.

Target Dates or Schedule

Pre-Planning Week

Evidence of Completion

Observation of trainings, department meeting agendas.

PD Opportunity 4

PLC Training on team effectiveness, setting goals, sub-group identification, and data analysis of reading and writing levels for each teachers' classroom rosters.

Facilitator

Curriculum Assistant Principal

Participants

Core teachers.

Target Dates or Schedule

August and September

Evidence of Completion

Teacher sign-in sheets for SIG grant. Observation of teacher collaboration with PLC.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.	$9,000
	Total	$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 Office	$9,000	$9,000
Total	$9,000	$9,000

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Implement reading and writing instruction across all curriculum areas with a data-driven focus on interim assessments and instructional interventions.

G1.B1 A need for professional development in the areas of teaching reading and writing across all content areas, providing effective feedback, using rubrics for scoring student writing, understanding the assessed benchmarks/standards on the teacher's high stakes exam, analyzing data from district assessments and/or classroom assessments in order to write specific student interventions and adjust instructional plans.

G1.B1.S1 Professional development will be provided to target reading and writing instructional strategies, provide effective feedback, use a rubric, and incorporate data analysis to write appropriate interventions and adjust instructional plans.

Action Step 5

PLC Training on team effectiveness, setting goals, sub-group identification, and data analysis of reading and writing levels for each teachers' classroom rosters.

Resource Type

Evidence-Based Program

Resource

School Improvement Grant

Funding Source

Title 1 Office

Amount Needed

$9,000