2013-2014 SCHOOL IMPROVEMENT PLAN

T. Dewitt Taylor Middle High School
100 E WASHINGTON AVE
Pierson, FL 32180
386-749-6800
http://myvolusiaschools.org/school/taylor/pages/default.aspx

School Demographics

School Type High School	**Title I** Yes	**Free and Reduced Lunch Rate** 79%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 64%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	C	D	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.

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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
T. Dewitt Taylor Middle High

Principal
Ron Pagano

School Advisory Council chair
Mrs. Denise Munsch

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

Name	Title
Ron Pagano	Principal
Kimberly Hutcherson	Principal Intern
ShariLou McConnell	Assistant Principal
Jeff Miller	Assistant Principal
Marisol Rubio	Assistant Principal
Karen Hanson	Academic Coach
Noel Nehrig	Reading Coach
Jayne Baxter	Math Coach
Kathy Fulcher	Science Coach
Ian Jackson	AVID Teacher
Donna Braswell	Media Specialist
Sue Hofstrand	Guidance Director
Dave Stowers	Guidance Counselor
Regina Tyus	Guidance Counselor

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 members of the SAC are comprised of both school employees and non-school employees, with the majority of members not employed by the school district. The SAC is composed of an appropriately balanced membership, including teachers, education support employees, students, parents, and community members representing area businesses and families. The membership is representative of the ethnic, racial, and economic community served by the school.
Membership Composition
5 VCS Employees
_____ = 71 %
17 SAC Members
ELECTED MEMBERS
(Elected during formal SAC election window – Includes only parents, teachers, staff, and students.)
Name Representative Group Length of Term VCS Employee (Note Y or N)
Munsch Denise Parent/SAC Chairperson 1 year N
Lewis Hope Support Staff/Parent 2 years Y
Braswell Donna Parent/SAC Secretary 2 years Y
Copello Pauline Parent 2 years N
Guyer Sonia Parent 2 years N
Hunter Anne Parent 2 years N
Mendoza Maria Parent 2 years N
Milan Manuel Parent 2 years N
Sherman Cathy VCS Employee 2 years Y
APPOINTED MEMBERS
(Appointed with approval of the SAC Committee and noted in SAC meeting minutes. Principal, community members and business partners are always appointed.)
Name Representative Group Length of Term VCS Employee (Note Y or N)
Efird Lily Parent 1 year N
Galvan Elizabeth Parent 1 year N
Garcia Maria Parent 1 year N
Mendoza, Maribel Student 1 year N
Miller, Jeff Liaison 1 year Y
Munsch, Denise Parent 1 year N
Pagano, Ronald Principal 1 year Y
Prevatt, Wayne Parent 1 year N
Rodriguez, Pablo Parent 1 year N

Involvement of the SAC in the development of the SIP

The SAC is actively involved in all concerns of the school, including student achievement. Each SAC meeting provides an opportunity for meeting participants to give input and discuss school issues. As a result, the SAC plays an active role in the SIP problem solving process, assisting with identification of resources and barriers, and collaboratively exploring supports and strategies for improving student achievement.

Activities of the SAC for the upcoming school year

The responsibility of the SAC is to provide advice and recommendation on any matter related to student achievement and school improvement. The SAC will serve as an advisory council to inform, encourage, and provide opportunities for parents and community members to be involved. Working as an active council in the planning and evaluation of the school's instructional program and school improvement processes, the SAC will meet for regularly scheduled sessions to address ongoing concerns of the school.

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

The school improvement funds will be used primarily to fund teacher requests involving classroom resources, projects, student focused interventions, etc. SAC also approves funding for students in need of waivers for SAT and ACT. Current balance of SAC funds is $1,027.00.

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:

Ron Pagano		
Principal	Years as Administrator: 24	Years at Current School: 3

Credentials	Masters of Science/Administration and Supervision
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT(40R/43M; 57R/60M; 57R/57M) 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* Atlantic High School 2010 B - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) * 2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) *2008 C - AYP: No 72% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R,73% LQ-M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Leader either met or exceeded the 12 competencies required for administrators.

ShariLou McConnell		
Asst Principal	Years as Administrator: 18	Years at Current School: 12

Credentials	Certifications BA/Social Studies MA/Educational Leadership
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT(40R/43M; 57R/60M; 57R/57M) 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Leader either met or exceeded the 12 competencies required for administrators.

Jeff Miller		
Asst Principal	Years as Administrator: 27	Years at Current School: 5

Credentials	Certifications Educational Leadership, (all Levels) Mentally Handicapped, (Grades K-12)
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT(40R/43M; 57R/60M; 57R/57M) 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Leader either met or exceeded the 12 competencies required for administrators.

Kimberly Hutcherson		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Certifications Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (ESOL), (grades K - 12) Exceptional Student Education, (grades K - 12) Middle Grades Integrated Curriculum, (grades 5 - 9)
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT(40R/43M; 57R/60M; 57R/57M) 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Leader either met or exceeded the 12 competencies for school leaders.

Marisol Rubio		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BA/Elementary Education; MA/Educational Leadership Certifications Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (esol), (grades K - 12)
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT(40R/43M; 57R/60M; 57R/57M) 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Leader either met or exceeded the 12 competencies required for administrators.

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Hanson

Full-time / School-based	Years as Coach: 4	Years at Current School: 3

Areas	Reading/Literacy
Credentials	BA Internation Studies, MS Counseling. Cert English 6-12, ESE K-12, ESOL K-12
Performance Record	2013 – T. DeWitt Taylor Middle High School; Grade pending 2012 – T. DeWitt Taylor Middle High School; Grade D, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 - Atlantic High School; Grade B; AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Jayne Baxter

Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	BS / Math Educaton, MBA, Certifications NBCT, AYA Math ESOL K-12 Educational Leadership
Performance Record	N/A - first year coach

Noel Nehrig		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA - Elementary Education, MA - Educational Media Design & Technology, MA - Educational Leadership. Certifications Ed Leadership Reading Gifted Middle Grades Integrated Curriculum grades 5-9
Performance Record	2012 - Galaxy Middle School grade: C; % High standards in reading: 54%; % High standards in math: 44%; % High standards in writing: 66%; % High standards in science: 47%; % Reading gains: 61%; % math gains: 49%; % low making reading gains: 55%; % low making math gains: 43%

Kathy Fulcher		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Science
Credentials	BS / Sports Medicine MA / Educational Leadership Certifications Physical Education 6-12 Middle Grades Science 5-9 Biology 6-12 Educational Leadership Gifted
Performance Record	N/A - first year coach

Classroom Teachers

of classroom teachers
79

receiving effective rating or higher
100, 127%

Highly Qualified Teachers
100%

certified in-field
, 0%

ESOL endorsed
22, 28%

 # reading endorsed
14, 18%

 # with advanced degrees
34, 43%

 # National Board Certified
7, 9%

 # first-year teachers
9, 11%

 # with 1-5 years of experience
10, 13%

 # with 6-14 years of experience
19, 24%

 # with 15 or more years of experience
41, 52%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 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

1. New Teacher Programs(Individualized Professional Development, frequent cohort meetings to facilitate orientation, mentors, peer classroom visits, other site visits) - (School Based Administration responsible)
2. Leadership Opportunities (Department Chairs/Contacts, Literacy Team,Teacher Advisory Council, etc...)(School Based Administration responsible)
3. Extracurricular Opportunities (Coaching, Club Sponsors, etc.)(School Based Administration responsible)
4. Professional Development (District and School Based Administration responsible)
5. Learning Structure Teams /PLC Meetings (School Based Administration responsible)
6. Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. The reading endorsement program is provided to any district teacher interested in becoming a reading teacher. The district is identifying district trainer or trainers to provide CAR-PD

training on content area teachers. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.(District Staff and Administration)

7. Peer Assistance and Review Program. While serving in the mentoring role, PAR teachers informally observe participating teachers and provide support to help the participating teacher succeed in meeting the district's standards as described in the Framework for Teaching.(School Based Administration responsible)

8. Participation in District Job Fair and Recruitment Activities.(School Based Administration responsible)

9. Teacher appreciation activities/events. (School Based Administration responsible)

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

Several strategies are utilized for assisting new teachers with school based orientation, as well as classroom support. Varied support is provided, with both experienced teachers and teachers new to the profession receiving support based on individual level of need. A cohort of newly hired teachers has been established to serve as a resource to one another, and provide a target audience for specific guidance and feedback via weekly face to face meetings with administration and peer teacher mentors. Topics of discussion at these meetings include items such as, key elements for classroom management, assessment strategies, assistance with instructional design, open forum discussion regarding topics of particular interest identified by the group, etc. These activities encourage reflective practice and provide a foundation of shared experiences. Some new teachers are provided PAR teachers by the district and receive support through informal observation and feedback to participating teachers. Academic coaching team provides support both inside and outside the classroom to new teachers through activities such as, modeling lessons, collecting and sharing quantitative and qualitative data, instructional design strategies and collaboration, assistance identifying and using subject area resources, data analysis, assessment strategies, etc. The pairing of a new teacher with an academic coach is determined by the subject area. Through Learning Structures Team meetings and departmental briefings, new teachers receive additional support from colleagues. Assistance in this forum is provided with curriculum mapping and pacing, as well as reflective dialogue. Each new teacher is assigned to an administrator for evaluative purposes, The administrator also serves as a source of support, and pairings are considered based on common subject area experience when possible. School based veteran teachers also serve new teachers by providing opportunities to observe classroom instruction and are available to new teachers for dialogue and advice. Two Multi-VE teachers based at the school serve the district as "Demonstration Teachers", providing observation opportunities to teachers at the school and throughout the district. New teachers may elect to explore observation opportunities on their own, or may be paired with a teacher due to an identified need. New teachers also receive support through the Empowering Educator Excellence Program (E3) provided by the district.

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.

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.

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

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

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, 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).

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: Before or After School Program

Minutes added to school year: 3,600

Tutoring will be offered to students in need of additional instruction in core academic areas. Learning opportunities will be available two times per week after school. Students will attend one hour of tutoring on the identified days. Tutors will collaborate with classroom teachers to address target areas of instruction and remediation.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Post tutoring student grades, in core classes and/or on specific assignments or tests, will serve as the data to determine the effectiveness of the after school tutoring program.

Who is responsible for monitoring implementation of this strategy?

The tutoring coordinator and administrators over curriculum will be responsible for monitoring the implementation of the tutoring program.

Literacy Leadership Team (LLT)

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

Name	Title
Ron Pagano	Principal
ShariLou McConnell	Assistant Principal of Curriculum and Data
Kimberly Hutcherson	Assistant Principal for ESE and PST
Marisol Rubio	Assistant Principal for Testing and ESOL
Jeff Miller	Assistant Principal for Discipline and PST
Noel Nehrig	Reading Coach
Karen Hanson	Academic Coach
Katherine Fulcher	Science Coach
Jayne Baxter	Math Coach

How the school-based LLT functions

The individual team members provide various supports, both individually and collaboratively, to carry out the identified literacy strategies and assist in meeting literacy goals. The principal provides the oversight at weekly LLT meetings to ensure that educators are implementing effective district directed progress monitoring and accessing school and district based supports and services, such as RtI/Problem Solving Team, as needed. The principal also ensures effective communication to stakeholders is conducted regularly, as well as appropriate professional development activities are identified based on school data and teacher needs. At the direction of the principal, school based administrators support literacy based instruction by reviewing student, classroom, and school data to identify needs of individual students, teachers, departments, etc. Needs identified through review of data are matched to appropriate supports, such as specific academic or behavioral strategies and other school based services.

Major initiatives of the LLT

The primary focus of the LLT is to build literacy capacity within our student population to positively impact student achievement. This focus will be carried out through specific strategies. One strategy is to provide appropriate early intervention for at risk students and to ensure students are placed correctly for reading instruction. Another strategy is to ensure identified students are referred for Problem Solving Team intervention and RtI is in place to assist students having difficulty. The EWS risk factors are considered for each student in the school through the PST process to ensure students are identified for the appropriate services. The school's organizational structure serves as a vehicle for monitoring the supports in place and ensures the School Improvement Plan is aligned with the way of work carried out through the LLT. Multiple avenues are used to effect ongoing monitoring of the outcomes. Activities such as weekly Site Based Leadership Team meetings, weekly Problem Solving Team meetings, frequent data chats with grade levels, and continuous monitoring of student achievement, all support the initiatives of the LLT.

Every Teacher Contributes to Reading Instruction

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

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:
or initiatives that are used at the school and district level:
• Dual Enrollment • IB
• Early College • College Expo
• Career Academies • College Tours
• High School Showcase • College Rep Visits
• AVID • Making College Count Programs
• Career and Technical Education Classes • Making High School Count Programs
• Advanced Placement Opportunities

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	48%	40%	No	54%
American Indian				
Asian				
Black/African American	38%	28%	No	44%
Hispanic	41%	31%	No	47%
White	59%	56%	No	63%
English language learners	27%	7%	No	34%
Students with disabilities	33%	17%	No	39%
Economically disadvantaged	43%	33%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	25%	35%
Students scoring at or above Achievement Level 4	105	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	393	54%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	99	52%	63%

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)	71	62%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	72	76%	81%

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.	72	76%	85%

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	152	53%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		72%

Area 3: Mathematics

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	37	50%	60%
Middle school performance on high school EOC and industry certifications	31	84%	95%

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	44%	43%	No	50%
American Indian				
Asian				
Black/African American	33%	24%	No	39%
Hispanic	43%	39%	No	49%
White	47%	50%	Yes	52%
English language learners	37%	14%	No	43%
Students with disabilities	33%	25%	No	40%
Economically disadvantaged	43%	39%	No	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	71	60%	70%
Students in lowest 25% making learning gains (EOC)	22	65%	72%

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.	56	59%	80%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	41%	51%
Students scoring at or above Achievement Level 4	13	13%	17%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	43%	46%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		16%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	24%	35%
Students scoring at or above Achievement Level 4	23	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

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]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	38%	40%
Students scoring at or above Achievement Level 4	31	48%	50%

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)	7		10
Participation in STEM-related experiences provided for students	225	21%	26%

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	20	3%	13%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	31	5%	15%
Passing rate (%) for students who take CTE-STEM industry certification exams		16%	50%

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	31	5%	75%
Passing rate (%) for students who take CTE industry certification exams		16%	25%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	11	2%	1%
Students who fail an English Language Arts course	22	5%	3%
Students who fail two or more courses in any subject	19	4%	1%
Students who receive two or more behavior referrals	114	21%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	115	21%	10%

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	31	21%	10%
Students with grade point average less than 2.0	62	11%	3%
Students who fail to progress on-time to tenth grade	15	10%	5%
Students who receive two or more behavior referrals	129	19%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	164	24%	10%

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

Parental involvement activities, such as orientation activities, "Math Night", "AVID Night", "Science Night", and other events related to core instructional areas, provide workshop opportunities for families to receive free project materials and gain strategies for increasing skills in reading and math. Additional events are scheduled to involve parents in assisting students with decisions regarding dual enrollment and advanced placement learning opportunities. Parents have access to school counselors at these events for academic feedback and collaborative strategy dialogue. Stakeholders are also on hand to provide assistance for academic success for students enrolled in programs, such as ESOL and ESE. The campus is opened for families regularly after school to provide access for technology, Pinnacle access, and research. A large percentage of parents are Spanish speakers. As a result, all school sponsored activities include translation services from English to Spanish, in order to achieve effective communication.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of families attending 1 or more of our school events by 10% and/or maintain Five Star Status.	678	65%	70%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Utilize an effective monitoring and intervention program for Early Warning System risk factors.

G2. WICOR strategies will be incorporated into instructional plans across all grade levels and subjects to increase student achievement.

Goals Detail

G1. Utilize an effective monitoring and intervention program for Early Warning System risk factors.

Targets Supported

- All Areas

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

- Writing

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

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Active Problem Solving Team

- Data reports for academic/attendance tracking

- Early Warning System risk factors to identify students

- School based "Activity Suspension/Reward" program to increase student motivation

- Alternative "tutoring/academic support" during in-school reward based activity time for students on activity suspension

- School based parent involvement liaison

- Consistent school-wide discipline rules and consequences by administration

- School Counselors and District Student Services

- STAR (Students and Tutors Achieving Results) program

Targeted Barriers to Achieving the Goal
- Lack of Data Room

Plan to Monitor Progress Toward the Goal

Analyze Data Room impact

Person or Persons Responsible
Administrative Team and Academic Coaches

Target Dates or Schedule:
Assessment at mid-year and end of year

Evidence of Completion:
Data analysis activities completed resulting in increased student achievement. Positive changes to EWS monitoring report.

G2. WICOR strategies will be incorporated into instructional plans across all grade levels and subjects to increase student achievement.

Targets Supported

- All Areas

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

- Writing

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

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- AVID Teacher

- SBLT

- Academic Coaches (Academic, Math, Science, Reading)

- Lesson Plan Template

- Staff Development Activities

- Title I Funds

- Administrative Team Review of Lesson Plans

- Professional Learning Communities

- AVID "binder" used for all grade levels to improve student organizational skills

Targeted Barriers to Achieving the Goal

- Unmet needs of professional development for WICOR strategies and supportive strategies, such as "Gradual Release and ESE/ESOL strategies.

Plan to Monitor Progress Toward the Goal

Review student assessment data to identify areas of growth

Person or Persons Responsible
SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
DIA increases by subject area, FAIR, school-wide grade reporting, writing prompts

Action Plan for Improvement

Problem Solving Key

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

G1. Utilize an effective monitoring and intervention program for Early Warning System risk factors.

G1.B12 Lack of Data Room

G1.B12.S1 Implement a Data Room to organize data for individual students, identify class-wide needs, and monitor school-wide achievement data.

Action Step 1

School-wide meeting to develop elements of Data Room

Person or Persons Responsible

District support staff, DA accountability Team, Administrative Team, Academic Coaches

Target Dates or Schedule

9/24/13

Evidence of Completion

Establishment of Data Room

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Monitoring of data updates

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

Mid term and Grade Reporting

Evidence of Completion

Administrative review of Data Room, Record of teacher usage, data analysis activities completed

Plan to Monitor Effectiveness of G1.B12.S1

Crosspointe Reports

Person or Persons Responsible

SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

OPM of CrossPointe reports

G2. WICOR strategies will be incorporated into instructional plans across all grade levels and subjects to increase student achievement.

G2.B3 Unmet needs of professional development for WICOR strategies and supportive strategies, such as "Gradual Release and ESE/ESOL strategies.

G2.B3.S1 Provide weekly professional development during PLC meetings for teachers to plan together, focusing on WICOR strategies supported by the Gradual Release model and individual student accommodations.

Action Step 1

PLC Meetings identified for "Team" professional development and time for collaborative processing of WICOR strategies

Person or Persons Responsible

All staff

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda/Minutes, Lesson plans

Facilitator:

SBLT

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Monitor lesson plans for WICOR strategies

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

VSET feedback for Domain 1 and 3, regarding instructional observations and monthly review of lesson plans

Plan to Monitor Effectiveness of G2.B3.S1

Analyze student assessment data

Person or Persons Responsible

SBLT

Target Dates or Schedule

Monthly

Evidence of Completion

Volusia Writes, FAIR, DIA, FCAT

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

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 T. DeWitt Taylor Middle High School include:
• Academic Coach for the purpose of comprehensive staff development
• Family Liaison Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT

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 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.

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 monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that 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.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Peer Inclusion Team
• Bullying Program
Nutrition Programs
The school offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Personal Fitness classes
• Running Club
Housing Programs
N/A
Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
Adult Education
N/A
Career and Technical Education
• Agricultural Academy
• Ready to Work Certification
• Fine Arts Academy
Job Training
The 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.
At the middle grades, the school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA.
At the high school level, 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.

G2. WICOR strategies will be incorporated into instructional plans across all grade levels and subjects to increase student achievement.

G2.B3 Unmet needs of professional development for WICOR strategies and supportive strategies, such as "Gradual Release and ESE/ESOL strategies.

G2.B3.S1 Provide weekly professional development during PLC meetings for teachers to plan together, focusing on WICOR strategies supported by the Gradual Release model and individual student accommodations.

PD Opportunity 1

PLC Meetings identified for "Team" professional development and time for collaborative processing of WICOR strategies

Facilitator

SBLT

Participants

Instructional Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda/Minutes, Lesson plans

Appendix 2: Budget to Support School Improvement Goals