

Volusia County Schools

# Deland High School



## 2022-23 Schoolwide Improvement Plan

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# Deland High School

800 N HILL AVE, Deland, FL 32724

<http://www.delandhs.org/>

## Demographics

Principal: Michael Deg IR Olmo

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (56%) 2018-19: C (49%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Deland High School

800 N HILL AVE, Deland, FL 32724

<http://www.delandhs.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		I	C

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of DeLand High School is to provide a safe, learning environment which produces citizens who are prepared to face the challenges of an increasingly complex society.

**Provide the school's vision statement.**

The vision of the DeLand High family is that every student will become a high school graduate. We are committed to presenting a caring environment for learning, one that involves participatory decision making by students, parents, faculty, staff, and community leaders. DeLand High will provide opportunities for all students to realize their potential through involvement in the total school community. We realize it is our responsibility to challenge students to achieve and to encourage ethical behavior so as to produce responsible, productive members of society.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Fuller, Tiffany	Assistant Principal	Assistant Principal; SIP Coordinator
Carr, Melissa	Principal	Principal
Vega, Issella	Assistant Principal	Assistant Principal; ESOL and Assessment
Nehrig, Lisa	Magnet Coordinator	IB Coordinator; College and Career Ready Specialist
Battaglino, Kathryn	Instructional Coach	Literacy Coach; Digital Learning Teacher Leader
Pio, Courtney	Math Coach	Math Coach
Russell, Alex	Teacher, ESE	ESE Department Chair; PBIS Team
Radford, Shelby	Teacher, K-12	Social Studies Teacher; PBIS Team
Bismore, Roger	Teacher, Career/Technical	CTE and AP teacher; PBIS team
D'Aquino, Kristen	Teacher, K-12	Intervention Teacher
Troutman, Lashawn	Assistant Principal	Assistant Principal- Safety, Security and Discipline
Degirolmo, Mike	Assistant Principal	Assistant Principal- ESE services
Lucero, Mike	Assistant Principal	Assistant Principal- Data and Scheduling
Carbonell, Carolyn		

## Demographic Information

### Principal start date

Saturday 7/1/2017, Michael Deg IR Olmo

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

69

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

71



**Total number of teacher positions allocated to the school**

144

**Total number of students enrolled at the school**

2,749

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

25

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	856	690	588	578	2712	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	221	196	171	201	789	
One or more suspensions	0	0	0	0	0	0	0	0	0	157	72	38	19	286	
Course failure in ELA	0	0	0	0	0	0	0	0	0	312	216	108	29	665	
Course failure in Math	0	0	0	0	0	0	0	0	0	185	130	82	39	436	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	300	235	130	116	781	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	231	154	94	67	546	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	110	94	16	2	222	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	346	260	149	100	855

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	58	83	43	36	220	
Students retained two or more times	0	0	0	0	0	0	0	0	0	36	36	20	31	123	

**Date this data was collected or last updated**

Thursday 8/4/2022

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	969	733	641	508	2851
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	187	167	152	135	641
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	146	192	112	48	498
Course failure in Math	0	0	0	0	0	0	0	0	0	156	145	75	47	423
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	293	225	135	101	754
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	297	168	105	52	622
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	80	32	9	5	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	223	223	134	81	661

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	174	100	39	2	315
Students retained two or more times	0	0	0	0	0	0	0	0	0	81	61	27	9	178

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	969	733	641	508	2851
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	187	167	152	135	641
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	146	192	112	48	498
Course failure in Math	0	0	0	0	0	0	0	0	0	156	145	75	47	423
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	293	225	135	101	754
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	297	168	105	52	622
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	110	94	16	2	222
	0	0	0	0	0	0	0	0	0	80	32	9	5	126
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	223	223	134	81	661

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	174	100	39	2	315
Students retained two or more times	0	0	0	0	0	0	0	0	0	81	61	27	9	178

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	46%	51%				47%	52%	56%
ELA Learning Gains	47%						44%	49%	51%
ELA Lowest 25th Percentile	30%						31%	37%	42%
Math Achievement	34%	33%	38%				32%	48%	51%
Math Learning Gains	46%						37%	49%	48%
Math Lowest 25th Percentile	47%						31%	38%	45%
Science Achievement	66%	30%	40%				73%	76%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	66%	40%	48%				59%	69%	73%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	72%	-1%	67%	4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	63%	-6%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	54%	-35%	61%	-42%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	55%	-18%	57%	-20%

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	35	27	17	36	43	24	41		93	51
ELL	6	24	21	14	39	48	23	24		100	56
ASN	63	70		50	55		88			100	89
BLK	31	43	33	25	47	51	47	43		93	64
HSP	35	37	27	23	41	44	54	49		97	68
MUL	41	40		41	58		53			100	79
WHT	56	52	31	42	48	50	76	76		95	83
FRL	35	40	29	26	44	48	54	55		95	69
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	30	33	15	31	34	42	34		91	8
ELL	5	31	35	6	35	46	23	33		92	6
ASN	80	71					77			100	88
BLK	27	44	43	15	32	26	61	46		82	28
HSP	32	40	30	20	37	44	48	56		93	32
MUL	42	45		18	23		57			94	44
WHT	56	47	41	36	32	37	72	71		92	58
FRL	35	42	34	22	32	35	55	57		88	34
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	27	24	11	20	20	33	19		84	14
ELL	14	27	27	13	21	21	45	22		59	8
ASN	76	61		63	38		89			100	69
BLK	30	39	28	21	33	25	54	42		80	25
HSP	36	41	34	21	30	30	63	50		71	46
MUL	49	46		14	32		78	56		77	40
WHT	55	46	32	42	43	37	79	71		85	55
FRL	36	40	31	26	34	31	64	52		74	35

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

There were several positive trends noted across subgroups and content areas. Of the six FSA and EOC area exams given by the state, we increased in five out of six of the areas and saw gains in all of our ESSA subgroups.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring data, the areas that demonstrated the greatest need for improvement was our ESSA subgroup performance data, math achievement data and attendance data. When reviewing state assessment data, the Students with Disabilities subgroup and 10th grade ELA data demonstrated the greatest need for improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

When looking at the factors that contributed to this need for improvement, one of the gaps we reviewed in our analysis was a staffing vacancy we endured throughout a large part of the school year in our literacy team. Despite efforts from administration, the PLC and our literacy coach, not having a reading teacher providing regular instruction and support in the way a classroom teacher does, was a hard piece to go without, particularly with our struggling readers. We are also still dealing with fallout from Covid-19 which has reverberating consequences, one of which being a downward trend in attendance data. We are excited however, in that our reading team is fully staffed without vacancy and our PBIS team is working with teacher and student leaders on strategies and incentives to get and keep students at school.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Last school year's progress monitoring assessments demonstrated gains in US History and Biology internal assessments, and universally, we saw gains in nearly every assessment category given (US History, Biology, Math and ELA). We also saw gains in our ESSA subgroup performance data and our math data which was especially encouraging.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Part of the story of last year's success data was not specific to last year but the continuation of shifts in practice, personnel and intentional points of focus from school leadership that had been planted a few years back. For nearly three years we have been paying a more concerted effort to the work done in the PLCs, bolstering those teams intentionally with additional support to be stronger stewards and analysts of their own internal data, therefore empowering them to be part of the solution when it's not on par. We have provided support with time and training for PLCs, having an administrator and coach assigned to each EOC area for continuity and focus. This year's performance is largely due to the fruit of that labor and the shifts in teacher efficacy bearing fruit that was previously planted. Our PLCs are more cohesive and focused. They set goals and monitor toward them and they see the purpose in their collective work as well as their collective rosters belonging to the larger school group.

**What strategies will need to be implemented in order to accelerate learning?**

We are continuing to bolster our Project Graduation teams with some new personnel, while keeping the structure in place that has been successful in helping to improve our graduation rates and student performance measures. We are incorporating and intervention lab to be more responsive to students demonstrating a greater need for support earlier on instead of waiting for report cards. We are also continuing in expanding support with our instructional coaches to maintain the support they've begun but to branch out into feeder PLCs and grade levels to raise the literacy levels and habits of students for more transferrable skills.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Some of the professional development that we'll be offering this school year will revolve around our new Bulldog Way PBIS initiative and working to galvanize our students and teachers with this positive approach to being the change we all want to see. We will be training teachers on PBIS as well as strategies to build rapport, establish routines and relationships, and to recognize and celebrate the milestones along the way. Additionally, since we have new textbooks and standards, we will spend a lot of time supporting teachers with learning their new content and resources and how to best leverage



those tools and that knowledge as we prepare students for new expectations. Further, we will be taking time to dive into MTSS to support our work with differentiating to meet the needs of all learners.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Several of our actions items are layered steps to build in both sustainability and fidelity measures. This includes the diversity and number of people involved in our Project Graduation teams so that weight does not sit solely on one person or one counselor but truly is a team effort. We also have coaching cycles to provide layers of support and dialogue between coaches and teachers with an added support measure from administration. We have distributed leadership not only in our Project Graduation Team, but also in our MTSS chair and our PBIS team, so that the work doesn't continue to fall on the same leaders and staff members, but the responsibility is shared more and therefore more sustainable.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Based on the analysis of the needs assessment and review of school and district data, math achievement was our lowest performing content area in regards to state data. Comparative to the other school grade reporting fields and content area state assessments, Math's achievement was at 34% proficient, which is still below the minimum federal index of 41%. While that gap is one we intend to continue to focus on, we are pleased to see the trend that performance has indeed increased over the years, as proficiency in Math last school year was only at 27%. So in one academic year we've seen gains of 7% in achievement as well as gains of more than 10% in both our Math lowest quartile and learning gains, and are eager to replicate and keep that going this school year. With the state's adoption of the new BEST standards and new textbooks, as well, we will be focusing on the targeted element of the BEST standards to support teachers in their instruction of the new standards with new materials for a smooth and successful transition.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>Increase Math Achievement from 34% to 41% with a focus on our lowest quartile and students with disabilities as monitored through our district assessments and progress monitoring data reviews in PLCs.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Administration and the school math coach will be monitoring through frequent classroom walk throughs, PLC meetings, data chats and coaching cycles.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Courtney Pio (capio@volusia.k12.fl.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>The evidence-based strategy selected for this area of focus is ongoing instructional coaching and professional learning around the new BEST standards. Our math coach will lead teachers and PLCs through direct coaching and coaching cycles on professional learning with the new BEST standards, instructional resources with their new textbook and digital platforms and how to best design lessons and learning activities that align with the new standards.</p>

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the**

**rationale for  
selecting**

**this specific  
strategy.**

**Describe the  
resources/**

**criteria used**

**for selecting**

**this**

**strategy.**

Research trends indicate a dip in performance with the introduction of new content and initiatives. In an effort to proactively combat that trend, we are committed to data and standards driven coaching cycles and professional learning to help lessen the learning curve for teachers and more quickly equip them with the skills and strategies to be most impactful in the classroom with students learning.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Coaching cycles with instructional personnel to increase and enhance teacher impact with instructional materials and new standards instruction

**Person  
Responsible** Courtney Pio (capio@volusia.k12.fl.us)

Classroom Observations and walk-throughs for progress monitoring and evidence of fidelity implementation

**Person  
Responsible** Tiffany Fuller (tnfuller@volusia.k12.fl.us)

Incorporate tutoring and boot camps for students to review content and prepare for upcoming assessments.

**Person  
Responsible** Issella Vega (ivega@volusia.k12.fl.us)

Data-based progress-monitoring to monitor student progress with new standards and assessments and intervene when learning gaps present themselves

**Person  
Responsible** Courtney Pio (capio@volusia.k12.fl.us)

Facilitate professional learning for PLCs (stations, differentiation, interventions, instructional materials, etc...)

**Person  
Responsible** Courtney Pio (capio@volusia.k12.fl.us)

**#2. Instructional Practice specifically relating to Differentiation****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

After careful analysis of school and state data trends, we identified Instructional Practice as a focus area specifically relating to the area of Differentiation. We were pleased to see a number of positive growth trends where we had improved in content area and subgroup performance from the previous year, but two areas lagged or fell behind. Students with Disabilities (SWD) were at 39% proficient and ELA lowest quartile performance was at 30% proficiency. By focusing on ways to differentiate for the various learning needs and styles of our students with disabilities who already encompass a large portion of our lowest quartile, we intend to help close this achievement gap in both categories.

**Measurable****Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

Increase lowest quartile achievement from 30% to 41% focusing on differentiating for our students with disabilities as monitored through district and state progress monitoring assessments and quarterly data dives with impacted PLCs.

**Monitoring:****Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

Administration and Instructional Coaches will monitor district interim assessment and progress monitoring data, specific to lowest quartile and ESSA categories (namely SWD) and support teachers and PLCs with intervention strategies and differentiation techniques specific to their student and data needs. Additionally our ESE support team will monitor and update student IEPs to ensure they accurately reflect student accommodation needs and supports and will subsequently support classroom teachers with utilizing the student's IEPs.

**Person****responsible****for****monitoring****outcome:**

Kathryn Battagline (klbattag@volusia.k12.fl.us)

**Evidence-****based****Strategy:****Describe the****evidence-****based****strategy****being****implemented****for this Area****of Focus.**

The evidence-based strategy being implemented for this area of focus is differentiated instruction, to provide varied pathways and approaches for students to access and learn content and then demonstrate and show proof of that learning. Increased awareness of student learning needs and varied instructional approaches will provide a more inclusive and successful learning experience for all students.

## Rationale for Evidence-based

**Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

The rationale for selecting this strategy came from recognizing the need for variation in instructional and support approaches for these varied group of students. Gaps in achievement ranging from language barrier to disability and beyond cannot be remedied in one monolithic approach. By focusing on differentiation approaches for learning process, product and content, teachers will be better able to engage learners in culturally responsive, relevant and authentic ways that support student learning, their connection to school, and post high school preparedness, ultimately driving up student learning gains and achievement.

## Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Align schedules for co-teachers and support facilitators with general education teachers for enhanced and aligned PLC and instructional service planning for more cohesive support of SWD

**Person Responsible** Mike Degirolmo (mjdegiro@volusia.k12.fl.us)

Provide differentiated support through support facilitation, co-teaching, PLC data reviews, and professional learning opportunities for staff.

**Person Responsible** Mike Degirolmo (mjdegiro@volusia.k12.fl.us)

Provide professional learning for teachers on differentiation approaches addressing curriculum content, learning process and product (including the use of technology and learning interventions)

**Person Responsible** Kathryn Battaglino (klbattag@volusia.k12.fl.us)

Progress monitor PLC data with a focus on the lowest quartile and ESSA subgroups

**Person Responsible** Kathryn Battaglino (klbattag@volusia.k12.fl.us)

Support student assessment success initiatives with tutoring, and testing boot camps for students

**Person Responsible** Issella Vega (ivega@volusia.k12.fl.us)

Classroom walk throughs and observations to collect progress monitoring data and evidence of implementation with fidelity

**Person Responsible** Melissa Carr (mcarr@volusia.k12.fl.us)

### #3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support

#### Area of Focus

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

After careful analysis of school wide data in discipline and attendance trends, we have noticed a downward trend in student attendance and discipline incidents. In an effort to counteract and decrease those numbers we are focusing on building a positive culture and environment by focusing on the targeted element of building a Positive Behavior Intervention and Support System on our school campus. By building a system of administrative, teacher and student leaders to model, implement, monitor and reward the desired behaviors on campus, we are excited to teach the Bulldog Way and improve the behavior and learning for all students providing a more positive school culture and learning climate.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase student daily attendance average to 95% and decrease referrals by 10% by implementing a positive behavioral system that employs all stakeholders in recognizing and incentivizing positive student behaviors on a daily basis for ongoing recognition and quarterly reviews for larger celebrations.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

Our grade level project graduation teams will meet quarterly with each grade level with school counselors, administration and teacher leaders to monitor student data and provide intervention for the students demonstrating attendance or academic issues. Our PBIS team will meet monthly as well to review positive behavioral data and celebrate student, school and teacher successes in reducing negative data and increasing positive data.

**Person responsible for monitoring outcome:**

Lashawn Troutman (lbtroutm@volusia.k12.fl.us)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

Positive Behavioral Interventions and Supports (PBIS) is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to positively impact the educational environment.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

By taking a systematic, proactive approach to creating a positive culture and climate on campus, this will aid in keeping students on track and incentivizing the actions and activity that better them as students and our campus as a whole. That intentional focus on teaching, recognizing and celebrating the positive, will pose a direct counter to the negative behaviors and serve to

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS Team Training

**Person Responsible** Lashawn Troutman (lbtroutm@volusia.k12.fl.us)

PBIS Team designs Bulldog Way system and Canvas for DHS

**Person Responsible** Shelby Radford (slradfor@volusia.k12.fl.us)

Purchase and Enroll students and staff in PBIS app

**Person Responsible** Roger Bismore (rwbismor@volusia.k12.fl.us)

Project Graduation Teams meet with students needing intervention

**Person Responsible** Mike Lucero (mj lucero@volusia.k12.fl.us)

Provide academic intervention and support for at risk tier 2 and 3 students

**Person Responsible** Kristen D'Aquino (kldaquin@volusia.k12.fl.us)

Monitor discipline and attendance data quarterly

**Person Responsible** Lashawn Troutman (lbtroutm@volusia.k12.fl.us)

Recognition and rewards for modeling the Bulldog Way

**Person Responsible** Alex Russell (jarussel@volusia.k12.fl.us)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a state of vision, mission, values, goals and employing school improvement strategies. One of the ways in which we're focusing on building a positive school culture and environment this year is our Positive Behavior Intervention System (PBIS). We have begun a PBIS school leadership team with teacher leaders, administration and student representation. The team has met over the summer to develop school wide goals as well as incentives and supports for training and supporting teachers and students in reaching these school wide goals.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Our school benefits from being a community school. We're the only high school in the city, and our community embraces the school as its own. As a result of our school's rich history and community connections, we seek feedback and partnership from them and are fortunate to often receive that which we seek.

This is accomplished in a number of ways, one of which being our School Advisory Council (SAC). Our SAC meets regularly throughout the school year and is comprised of teachers, students, staff members, administrators, parents and community members. They provide feedback on our SIP goals and plan. We focus on highlighting student and community voice to ensure we have a representative body that plays a role in school improvement decisions and activities.

Additionally, we offer several events throughout the course of the school year to bring our parents and community in for more dialogue and relationship building. Events like Open House have been revised to allow families more access to all parts of our campus and instructional staff without the restrictions of specific time limits and micro scheduling. Families are able to come and go and engage as desired specific to the family's needs. On our campus we have student clubs, organizations and activities that celebrate and affirm various student identities and cultures. These organizations help students find and hone their voice, build and cultivate a community of trust and respect and develops their leadership and organizational skills.