

University High School



2014-15 School Improvement Plan

University High School

1000 W RHODE ISLAND AVE, Orange City, FL 32763

<http://www.uhstitans.com/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

42%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At University High School we believe in the promise of every student. We are committed to preparing students for success in a rapidly changing world. Together we are a vibrant, close-knit learning community of diverse backgrounds, talent and perspectives.

Provide the school's vision statement

In concurrence with Volusia County's vision statement, "Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society."

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At University High School, our teachers recommend students for the next school year's courses and then meet with their guidance counselor to complete the registration process. ESE students are articulated to match ESE support systems to correlate with IEP requirements.

During the first week of August, students are invited to come to campus and pick up their preliminary schedules, meet teachers/administrators, investigate clubs/activities as well as touring the campus.

Cultural awareness is developed through various clubs and activities on campus, such as:

- Latin Dance Club
- Black History Month presentations
- Anime Club
- Equality Club
- Teach One to Lead One
- Step Team

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school-based Leadership Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and builds a school community based upon safety and responsibility.

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day.

In an effort to decrease bullying on campus, the school-based Leadership Team approved the implementation a "Bully Box" for students to report anonymously any bullying activities.

The principal developed five character education motto's to be placed in all classrooms and visible throughout campus as a reminder to our students of character building traits.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school offers the following non-violence and anti-drug programs through our Counseling Department :

- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Building positive relationships with families is an integral part of University High School:

- University High School utilizes ConnectEd to notify parents and students about upcoming events.
- The school website is updated weekly with upcoming events, testing calendars and teachers individual websites.
- Second period teachers are asked to call all parents to invite them to Open House.
- The School Advisory Council has a table setup at Open House to increase the number of parents involved in our School Advisory Council .
- Guidance Department hosts Financial Aid nights
- Schedule Review Days

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by holding the following events:

- The Finance Academy partners with Launch Credit Union
- STEM partners Embry-Riddle University and University of Central Florida
- Partnership with Stetson University
- Guidance Departments schedules College/University visits
- Community/Business Members are represented on the School Advisory Council
- Guidance department has a computer for parents to access the free and reduced lunch forms and the Florida Healthy Kids program, as well as Parent Portal and Pinnacle Gradebook.
- Sneak Peek for incoming freshmen

-Booster Clubs and Advisory Boards that assist with making connections with the community for school resources

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Neal, Dennis	Principal
DeVito, John	Assistant Principal
Callaway, Estelle	Teacher, ESE
Grieve, Bobbie	Teacher, K-12
Lee, Joan	Assistant Principal
Azucar, Jorge	Teacher, K-12
Bambrick, Margaret	Teacher, K-12
Conrad, Reid	Teacher, K-12
Donlevy, Michael	Instructional Media
Hahn, Staci	Teacher, K-12
Hartman, Larry	Teacher, K-12
Henderson, Heather	Instructional Coach
Jenkins, Steafon	Assistant Principal
Lapnow, Christina	Other
Lastowski, Jennifer	Teacher, K-12
Lastowski, William	Teacher, K-12
Marracino, Laura	Guidance Counselor
Peel, Jennifer	Teacher, K-12
Pender, Craig	Assistant Principal
Smith, Bethany	Teacher, K-12
Torres-Pearsall, Sophia	Other
Chenoweth, Karen	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the

Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Principal - monitors school-wide data and instructional focus

Assistant Principal of Curriculum - monitors Professional Learning Community work, provides assistance with data analysis and coordinates the school's professional development plan

Data Assistant Principal - monitors the early warning system reports and makes recommendations for adjustments in the School Improvement Plan

Literacy Coach - implements professional development for reading and writing in all content areas, provides one-on-one assistance to classroom teachers to improve student achievement, analyzing FAIR, FCAT, PERT, and Volusia Writes data to determine student placement in appropriate course and coordinates the school-wide literacy plan

Department Chairs - provide content specific professional development, reviews and provides feedback on the school literacy and school-wide professional development plans

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. The eight step process was used by the school's leadership team and faculty to determine the school's instructional focus based on performance data for 2014-2015. Our areas of focus are reading and writing across all content areas, integrating Common Core State Standards in all content areas, providing more effective feedback and closing the achievement gap of our ESE subgroup.

Core Professional Learning Communities leaders participated in Professional Learning Community training, where they learned how to set group norms and facilitate data analysis within their Professional Learning Communities. Professional Learning Communities brainstormed all the barriers to learning and identified resources in place that would target the actionable barriers to learning. Each teacher has written their Deliberate Practice Plan to focus on their subgroup not making learning gains and will discuss and monitor their progress in their Professional Learning Community and department meetings through monthly data chats. ESE teacher leaders will provide professional development on strategies, interventions and best practices to assist general education teachers to increase the achievement of their identified subgroup.

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

University High School is provided

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work

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

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

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

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

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

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

The school offers the following non-violence and anti-drug programs through our Counseling Department :

- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

The school offers a Food Pantry for students of need and a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Health classes
- Personal Fitness classes

Our school includes the following CTE programs:

- Environmental Resources Academy
- Digital Design Program
- Digital Video Production Program
- Television Production Program
- Applied Robotics Academy
- Engineering Academy
- Finance Academy
- Biomedical Sciences Academy
- Culinary Arts Program
- Gaming & Simulation Academy
- Web Design Program
- Marketing Program
- Diversified Career Technology Program

Job Training

University High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to

business and industry locations.

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dewayne Asay	Parent
Paul Bebee	Student
Karen Brown	Parent
David Butlien	Business/Community
Phyllis Butlien	Business/Community
Karen Chenoweth	Principal
Karen Danielson	Parent
Dawn Drysdale	Teacher
Tiffany Glomb	Parent
Bobbie Jo Grieve	Teacher
Estelle Callaway	Teacher
Mark Hall	Parent
Christina Lapnow	Teacher
Jamie Luxton	Education Support Employee
Tracey Natriello	Parent
Dennis Neal	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared results with the faculty, as well as the School Advisory Council.

Development of this school improvement plan

In May 2014, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In August 2014, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2014 meeting. Throughout the school year the School Advisory Council is

continually provided with updates on the instructional program at University High School and their feedback is solicited for any modifications throughout the school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support our school improvement goals. Each request is evaluated by the School Advisory Council and voted upon for approval.

- \$150.00 for the purchase of whiteboards for a program called Math 360.

- \$19,035.83 for the purchase of 30 Lenovo L430 laptops and one mobile cart for the Blended Government and Economic courses.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Azucar, Jorge	Teacher, K-12
Bambrick, Margaret	Teacher, K-12
Callaway, Estelle	Teacher, ESE
Chenoweth, Karen	Assistant Principal
Conrad, Reid	Teacher, K-12
DeVito, John	Assistant Principal
Donlevy, Michael	Instructional Media
Grieve, Bobbie	Teacher, K-12
Hahn, Staci	Teacher, K-12
Hartman, Larry	Teacher, K-12
Henderson, Heather	Instructional Coach
Lapnow, Christina	Other
Lastowski, Jennifer	Teacher, K-12
Lastowski, William	Teacher, K-12
Marracino, Laura	Teacher, K-12
Neal, Dennis	Principal
Peel, Jennifer	Teacher, K-12
Smith, Bethany	Teacher, K-12
Torres-Pearsall, Sophia	Other

Duties

Describe how the LLT promotes literacy within the school

The initiative for the 2014-2015 school year is to implement Florida Standards in all content areas. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement. The Literacy Leadership Team also supports the District Literacy Fair through student projects and contests.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities (PLC), consultation and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Professional Learning Communities meet weekly, which allows teachers to review formative and summative assessment data, plan for and adjust their instruction accordingly. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. PLC minutes are taken weekly and given to administration for monitoring purposes. The PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their instruction.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet students needs and encouraging the collaborative

process. Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The coaches work side by side with teachers to enhance instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. New Teacher Programs: District E3 and School-based E3, Individualized PD, mentors, peer classroom visits (Administration and School-based Leadership team)
2. Leadership Opportunities
3. Professional Development (School-based Leadership team)
4. PLC activities
5. Participation in District Job Fair and Recruitment Activities (Administration and School-based Leadership team)
6. Teacher Recognition programs (Administration)

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Administration and teacher leaders meet monthly with first year teachers to provide professional development on effective teaching practices, as well as address any day-to-day classroom concerns. First year teachers and teachers new to the school are connected to a buddy teacher based on their content and physical location so that the person is readily accessible to them each day.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Professional Learning Communities allows teachers to participate in weekly meetings to review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, academic coaches and School-based Leadership Team to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets monthly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of class visits. Academic coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

This school year's District Early Release Professional Development will continue with the gradual release model, with an emphasis on Differentiated Instruction. Differentiated Instruction will allow classroom teachers to meet the diverse needs of their students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,320

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

Strategy Rationale

We incorporated the thirty minutes a day x four days a week to allow students additional time to demonstrate increased proficiency, which allows an increase in learning gains for the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Neal, Dennis, dneal@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 189,000

21 classes x 50 minutes x 5 days a week x 36 weeks = 189,000

The Blended Learning courses of Government and Economics allows for differentiated instruction for students to get the content in both a traditional classroom setting and computer-based setting.

Strategy Rationale

Blended Learning was implemented to satisfy the online graduation requirement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Neal, Dennis, dneal@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will analyze their gradebook, progress reports, report cards and the county EOC to determine effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 32,400

The extended learning lab is 180 minutes a day x 5 days a week x 36 weeks. Students can receive instruction, remediation and opportunities to complete course forgiveness, which will allow students to complete graduation requirements on time.

Strategy Rationale

To provide an alternative method for students to take advantage of a flexible schedule to complete course forgiveness or original course credit to meet the requirements for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Neal, Dennis, dneal@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Daily student sign in sheets, student progress report generated by Compass learning and the teacher log of course completion.

Strategy: Extended School Day

Minutes added to school year: 240

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

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Chenoweth, Karen, kchenowe@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Summer Program

Minutes added to school year: 1,680

$8 \text{ days} \times 3.5 \text{ hours} \times 60 = 1,680$ minutes for EOC Review for students who did not score a 3 or higher on the Algebra EOC.

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chenoweth, Karen, kchenowe@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Summer Program

Minutes added to school year: 6,240

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

Strategy Rationale

This summer program is designed to continue educational delivery for students who have disabilities, whose educational performance will negatively impacted if the student did not attend year round school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lee, Joan, jmlee@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 180

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

Strategy Rationale

Weekly PLC meetings are needed to keep the teachers on target with specific student and curricular needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Chenoweth, Karen, kchenowe@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Weekend Program

Minutes added to school year: 2,160

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

Strategy Rationale

The SAT prep course is designed to help students prepare for the SAT.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Chenoweth, Karen, kchenowe@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The transition between middle and high school is improved with the addition of our SSTEPS (Student Success Through Effective Planning Skills) class, Learning Strategies class and utilizing peer counselors.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. The Counseling Department sponsors a College Day each semester for all students, as well as fall Senior conferences so that students are on target to graduate. Underclassmen registration process is based on the students' proposed career path and post-secondary needs. Students receive career and college awareness from school visits and/or guest speaker presentations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is

always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events. CTE programs and academies are using Common Core integrated lesson plans based on Project Based Learning experiences. The projects are aligned to real world experiences for students.

CTE Programs

- Environmental Resources Academy
- Digital Design (DreamWeaver, Flash, Photo Shop, Premier, AutoDesk)
- Digital Media (Adobe Certification in Photo Shop)
- Digital Video Production
- TV Production
- Applied Robotics
- Pathways to Engineering
- Finance (Microsoft Certification)
- Bio Med Sciences Academy (Bio Med Technician Certification)
- Culinary Arts (ServSafe Certification)
- Game/Simulation/Animation Digital Design
- Web Design
- Web Development
- Criminal Justice Operations
- Sport, Recreation and Entertainment Marketing
- Marketing
- Diversified Career Technology

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are placed into the correct level of English Language Arts and Mathematics courses based on their previous year achievement data.

Students ready for an accelerated program may register for Advanced Placement courses, or register for Dual Enrollment or Early College courses.

Teachers provide rigorous instruction based on district curriculum maps.

6 Career Academies and 5 CTE career oriented programs provide students with academic experiences that mirror post-secondary plans. Students learn about the academies during the High School Showcase.

SAT prep courses are scheduled on the school campus in the fall and spring, as are college visits for students to meet with specific college representatives here on our campus.

District and state interim assessment data is analyzed by PLCs and administrators and then specific remediation plans are developed for students not making adequate progress in any of their courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Data from the High School Feedback Report is available through from 2004-2012 at:

<http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:

- Advanced Placement (AP)
- Career Academies and Career and Technical Education Classes
- Dual Enrollment
- College Expo
- High School Showcase

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement reading and writing instruction across all curriculum areas through differentiated instruction and with a data-driven focus on interim assessments and instructional interventions. 1a

G037499

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
CELLA Listening/Speaking Proficiency	90.0
CELLA Reading Proficiency	55.0
FAA Reading Proficiency	60.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	70.0
CELLA Writing Proficiency	60.0
FAA Writing Proficiency	60.0
AMO Math - All Students	50.0
FAA Mathematics Proficiency	65.0
Algebra I EOC Pass Rate	51.0
Geometry EOC Pass Rate	70.0
Bio I EOC Pass	80.0
4-Year Grad Rate (Standard Diploma)	80.0
4-Year Grad Rate (At-Risk)	50.0
College Readiness Mathematics	75.0
College Readiness Reading	82.0
Teachers with advanced degrees	39.0
Effective+ Teachers (Performance Rating)	98.0
ESOL Endorsed	13.0
Highly Qualified Teachers	100.0
Developing Teachers (Performance Rating)	1.4
Unsatisfactory Teachers (Performance Rating)	0.6
% National Board Certified	6.0
Reading Endorsed	11.0
Attendance rate	97.5
Advanced coursework completion - H.S.	15.0
GPA below 2.0 - H.S.	15.0

Resources Available to Support the Goal 2

- School Literacy and Part-Time District Writing Coaches can provide professional development to whole faculty, as well as one-on-one coaching with individual teachers to improve their reading and writing instruction, questioning strategies, feedback, use of rubrics, and data analysis.
- PLCs, Leadership Team, and Administrative Team can analyze district interim assessment data, review samples of student writing from each teacher once per quarter, monitor the success rate of students retaking the FCAT, and make recommendations to the principal for instructional adjustments, interventions, and professional development when needed.
- ESE consultation teachers provide consultation and support of strategies to implement in the general education core classrooms to assist ESE students academic success.

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Dennis Neal

Schedule

Weekly, from 8/5/2014 to 6/5/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Implement reading and writing instruction across all curriculum areas through differentiated instruction and with a data-driven focus on interim assessments and instructional interventions. **1**

 G037499

G1.B1 A need for professional development in the areas of differentiated instruction, teaching reading and writing across all content areas, providing effective feedback, using rubrics for scoring student writing, understanding the assessed benchmarks/standards on the teacher's high stakes exam, analyzing data from district assessments and/or classroom assessments in order to write specific student interventions and adjust instructional plans. **2**

 B090137

G1.B1.S1 Professional development will be provided to target differentiated instruction within reading and writing instructional strategies, provide effective feedback, use a rubric, and incorporate data analysis to write appropriate interventions and adjust instructional plans. **4**

 S100892

Strategy Rationale

The rationale is to increase the use of differentiated instruction throughout all classrooms to meet the needs of our diverse student needs in reading and writing.

Action Step 1 **5**

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

Person Responsible

Karen Chenoweth

Schedule

Monthly, from 8/5/2014 to 5/21/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Dennis Neal

Schedule

Monthly, from 8/12/2014 to 6/9/2015

Evidence of Completion

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

Action Step 3 5

Training provided through district Professional Development Day and early release professional development on Florida Standards Assessment integration and Gradual Release of Responsibility Model, with an emphasis on Differentiated Instruction. Teachers will make connections to their specific content area during each training day.

Person Responsible

Karen Chenoweth

Schedule

Monthly, from 8/12/2014 to 6/9/2015

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Karen Chenoweth

Schedule

Quarterly, from 8/5/2014 to 6/9/2015

Evidence of Completion

Observation of trainings, department meeting agendas.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Dennis Neal

Schedule

On 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Dennis Neal

Schedule

Daily, from 8/5/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs and observations PLC meeting notes Sign-in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	E3 Teacher Support Series Workshops to provide training on lesson planning, reading and writing strategies, feedback, assessments, and data analysis.	Chenoweth, Karen	8/5/2014	Teacher reflection sheets that they are able to apply new knowledge to their content area, and classroom observations will provide evidence the teachers are able to implement the new knowledge.	5/21/2015 monthly
G1.B1.S1.A2	Faculty Meeting Trainings will focus on learning how to provide differentiated instruction, more effective feedback, reading and writing strategies, and strategies that will promote greater learning for our targeted sub-group populations.	Neal, Dennis	8/12/2014	Teacher reflection sheets after the training will provide evidence that the teacher acquired new knowledge and is able to apply to their own content area.	6/9/2015 monthly
G1.B1.S1.A3	Training provided through district Professional Development Day and early release professional development on Florida Standards Assessment integration and Gradual Release of Responsibility Model, with an emphasis on Differentiated Instruction. Teachers will make connections to their specific content area during each training day.	Chenoweth, Karen	8/12/2014	Teacher reflection sheets after each training provide evidence they are able to apply new knowledge to their lesson planning process with their PLC. Observations in the classroom will provide evidence of implementation.	6/9/2015 monthly
G1.B1.S1.A4	Pre-Planning Training: Stage 1: Leadership Team received training on the school's expectations for reading and writing across the curriculum areas, as well as analysis of data as represented on the data wall. Stage 2: Leadership Team department chairs then trained their teachers on the reading and writing expectations and the Curriculum Assistant Principal trained the teachers on analysis of school data as represented on the data wall.	Chenoweth, Karen	8/5/2014	Observation of trainings, department meeting agendas.	6/9/2015 quarterly
G1.MA1	Reading and writing instruction across all curriculum areas with a data-driven	Neal, Dennis	8/5/2014	Teachers are observed providing differentiated instruction, reading and	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	focus on interim assessments and differentiated instructional interventions is in place.			writing instruction, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, VSET observations, and VSET conference discussions.	
G1.B1.S1.MA1	Teacher instruction will be monitored for evidence of professional growth in all areas connected to our goal.	Neal, Dennis	8/5/2014	Classroom walkthroughs and observations PLC meeting notes Sign-in sheets	6/5/2015 daily
G1.B1.S1.MA1	Throughout the year, teachers will learn new strategies for implementing differentiated instruction, reading and writing instruction, providing effective feedback, understanding benchmarks on the high stakes test, and analyzing data.	Neal, Dennis	8/5/2014	Observation of teacher collaboration with PLC. Classroom walkthroughs and observation of teacher instruction. Teacher sign-in sheets for each training, SIG grant and/or inservice documentation.	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Bobbie Jo Grieve and Karen Chenoweth

Participants

Brandon Haught, Mike Redmond, Ryan Marracino, Sarah Osterhus, Gina Castaldo, Christie Crowther, Sarah Giesenschlag, Henry Goodrich, Kaitlyn Hodge, Cynthia Konopinski, Nicole Williams, Elizabeth McKenzie

Schedule

Monthly, from 8/5/2014 to 5/21/2015

PD Opportunity 2

Training provided through district Professional Development Day and early release professional development on Florida Standards Assessment integration and Gradual Release of Responsibility Model, with an emphasis on Differentiated Instruction. Teachers will make connections to their specific content area during each training day.

Facilitator

Karen Chenoweth

Participants

All Faculty

Schedule

Monthly, from 8/12/2014 to 6/9/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

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

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

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

PD Opportunity 1

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

Facilitator

Karen Chenoweth

Participants

Entire Faculty

Schedule

Monthly, from 8/12/2014 to 6/9/2015

PD Opportunity 2

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

Facilitator

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

Participants

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

Schedule

Quarterly, from 8/5/2014 to 6/9/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0