

Deland High School

800 N HILL AVE, Deland, FL 32724

<http://delandhs.org/home.htm>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

34%

School Grades History

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

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	35

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

The mission of DeLand High School is to develop and administer programs that help all students reach their potential.

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 and 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 Environment

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

DeLand High provides a number of critical components that allow for student-teacher relationship building including yearly school induction, spring registration, mentoring, club and organization participation.

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

School-based administrators and teacher leadership team members collaborate frequently to develop policies and procedures for all students and staff members to follow, in all settings throughout the campus that promotes positive interactions between all stakeholders. Identified procedures are designed to promote positive behavior and build a school community based upon safety and responsibility.

Administrators, select teachers, and campus advisors monitor the campus throughout the day. Administrators are assigned main campus supervision areas to stay visible while interacting with both teachers and students. Campus advisors work to monitor campus entry and exit points before, during, and after school hours. By being visible, students have access to a caring adult to express concerns. School guidance counselors conduct student groups on topics determined by data analysis including incidences requiring immediate intervention or response. Guidance counselors also involves district student services personnel to assist with student groups and to sponsor family events.

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

DeLand High has implemented different procedures to minimizing classroom distractions during the school day. Students have been assigned eight minutes between class periods and fifty minute class periods of instruction. During both the first and last ten minutes of each class periods, students are not permitted to leave their class (10/10 rule). The purpose of the 10/10 Rule is to allow time for students to learn class objectives and to review what was learned.

Instructional time is protected by both administration and teachers which is evidenced by the school's infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately 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

DeLand High offers the following non-violent and anti-drug programs to ensure the social-emotional needs of all students are being met:

Red Ribbon Week Celebrations and Competitions

Student Mentoring Programs

Suicide Prevention Programs

Bullying Programs

Information provided in Personal Fitness classes

School Resource Officer

Cyber-Bullying Awareness Programs

Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes

Gay Straight Alliance (GSA)

High Achievers Club

Students expressing a concern are encouraged to see a school counselor, teacher, or administrator immediately for support. Counselors are required to document conference notes to be used to determine if the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, school counselors, and school social workers) provide direct and indirect evidence-based supports to students throughout the school year.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly (i.e., at least quarterly) assesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

Unweighted GPA (at risk if below 2.0)

Over age for grade

Office Discipline Referrals (at risk if 2 or more)

Attendance below 90%, regardless of whether attendance is excused or due to out-of school suspension.

Year to date suspensions (at risk if 1 or more)

Number of prior retentions (at risk if 1 or more)

Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
BL: Unweighted GPA (below 2.0)	162	110	73	18	363
Qtr1: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr2: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr3: Unweighted GPA (below 2.0)	0	0	0	0	
Qtr4: Unweighted GPA (below 2.0)	0	0	0	0	
BL: Overage for Grade	171	119	80	76	446
Qtr1: Overage for Grade	0	0	0	0	
Qtr2: Overage for Grade	0	0	0	0	
Qtr3: Overage for Grade	0	0	0	0	
Qtr4: Overage for Grade	0	0	0	0	
BL: Office Discipline Referral (2+)	36	20	14	42	112
Qtr1: Office Discipline Referral (2+)	0	0	0	0	
Qtr2: Office Discipline Referral (2+)	0	0	0	0	
Qtr3: Office Discipline Referral (2+)	0	0	0	0	
Qtr4: Office Discipline Referral (2+)	0	0	0	0	
BL: Attendance below 90%	84	62	30	33	209
Qtr1: Attendance below 90%	0	0	0	0	
Qtr2: Attendance below 90%	0	0	0	0	
Qtr3: Attendance below 90%	0	0	0	0	
Qtr4: Attendance below 90%	0	0	0	0	
BL: Year to date Suspensions (1+)	84	61	19	10	174
Qtr1: Year to date Suspensions (1+)	0	0	0	0	
Qtr2: Year to date Suspensions (1+)	0	0	0	0	
Qtr3: Year to date Suspensions (1+)	0	0	0	0	
Qtr4: Year to date Suspensions (1+)	0	0	0	0	
BL: Number of prior retentions (1+)	205	151	106	87	549
Qtr1: Number of prior retentions (1+)	0	0	0	0	
Qtr2: Number of prior retentions (1+)	0	0	0	0	
Qtr3: Number of prior retentions (1+)	0	0	0	0	
Qtr4: Number of prior retentions (1+)	0	0	0	0	
BL: Lev1 assessment ELA or Math	109	69	32	23	233
Qtr1: Lev1 assessment ELA or Math	0	0	0	0	
Qtr2: Lev1 assessment ELA or Math	0	0	0	0	

Indicator	Grade Level				Total
	9	10	11	12	
Qtr3: Lev1 assessment ELA or Math	0	0	0	0	
Qtr4: Lev1 assessment ELA or Math	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends which impacts the academic performance of students. As a result, indicators are elevated (e.g., attendance below 90% patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning report enables the school to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systematic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

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

DeLand High works at building and maintaining positive relationships with families to increase involvement by hosting a number of academic, athletic, and community building events. Families are encouraged to get involved by becoming members of the School Advisory Committee and/or joining one of the many athletic booster clubs available. Evening activities and events are held to support parent involvement. School Advisory Council meetings are hosted on the first Thursday of each month during the school year. DHS clubs and organizations, guidance, and administration host a variety of events for parents and community members to participate in, including school Spirit Nights at local businesses, Homecoming Float building participation, Athletic Signing Day Ceremony, Financial Aid and Scholarship Night, and Open House. Communication to parents and families occur

through the use of our school's website, ConnectEd messages by the principal, daily flyers, newsletters, on-site presentations, and on other handouts sent home with students throughout the school year. Our school's mission and vision are always included on brochures, programs, and agendas presented to parents, community members, and business partners.

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 such events as:

- Open House
- Financial Aid Night
- Family Registrations
- Schedule Review Nights
- School Advisory Council Meetings (monthly)
- Business Partner Meetings
- 9th Grade Welcome
- 9th Grade Orientation
- Career and College Expo
- Family Reading Nights
- Academic Award Ceremonies
- Science Night

Each planned event is held to foster parent/student awareness and access to school information pertinent to student success. Parents and students are encouraged to attend each event. The school provides a variety of resources during each event geared to focus on both school and student achievement including flyers, brochures, hands-on activities, school improvement budget reports/funds allocations, and career and college information.

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
Moyer, Mitchell	Principal
Scott, Carlos	Assistant Principal
Sojka, Michelle	Assistant Principal
Lucero, Mike	Assistant Principal
Israel, Archer	Instructional Coach
Gherst, Cheryl	Teacher, K-12
Gilbert, Thomas	Teacher, K-12
Moll, Lyvia	Teacher, K-12
Nehrig, Lisa	Teacher, K-12
Policke, Peter	Teacher, K-12
Davenport, Steve	Assistant Principal
Degiroolmo, Mike	Assistant Principal
Ebbert, James	Teacher, K-12
Hardy, Cathy	Teacher, K-12
Lueth, Marylea	Teacher, K-12
McDaniel, Lorretta	Teacher, K-12
McCormick, John	Teacher, K-12
Pugh, James	Teacher, K-12
Michaels, Steve	Guidance Counselor
Butchart, Shelia	Instructional Media
Dorcy, Graye	Teacher, K-12

Duties

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

The school-based Leadership Team identifies school based resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary leader, the Principal creates a vision for student achievement and guides the Leadership Team's work. Each Leadership Team member is a representative of other teams (EWS, PLCs, LLT) and serves as a liaison between SBLT and their respective team. For example, the Reading Coach works through PLCs to provide teacher instructional support, professional development, and guides response to data, including coordination of tiered academic interventions.

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

Personnel: DeLand High's school-based Leadership Team consist of the principal, assistant principals, the reading coach, the head guidance counselor, the International Baccalaureate Coordinator, and teacher department chair leaders for each school department. The Leadership Team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. The DHS Leadership Team works with teachers and other stakeholders to ensure student learning.

The Leadership Team is key in identifying instructional resources to support student growth. Some instructional resources include professional development provided by our district and other school-wide trainings targeted by the team. Departments meet by-weekly in PLC groups to collaborate on curriculum planning and shared instructional strategies. Leadership team members and teachers are both committed to meeting our students' needs and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. Instructional departments including reading, science, social studies, and others have been advised to adhere to the district curriculum maps which have been aligned with the Florida Standards to give our students the best opportunity for success academically and on future state assessments. All teachers have the support of the instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of the students. School Improvement funds are awarded to schools based on a per pupil funding formula and is distributed by the School Advisory Council through a voting process.

DeLand High's school leadership team meets on the second Tuesday of each month. Subject area departments meet on the third Tuesday of each month.

Problem-solving activities:

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. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement plan is based on a strategic analysis of data and identified resources (as identified by the Leadership Team and are matched to the needs of the students/school).

School Improvement funds will be used to support a variety of instructional needs focused on helping the school to meet it's goals identified on the School Improvement Plan. Funds will be used to purchase texts designed to help school leadership become aware of effective writing strategies that works across all content areas. Learned strategies will be shared with individual departments by each department chair. Additional funding will be used to provide an extended hour of Odyssey Lab coverage for the students needing to make-up coursework in order to graduate on time with their class.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kelly Crump - SAC Chairman	Parent
Alvin Gregg - SAC Vice-Chairman	Parent
Leslie LaRue - Secretary	Parent
Mitch Moyer	Principal
Carlos Scott	Principal
Nancy Amiot	Education Support Employee
Sandra Bautista	Parent
Mendi Camacho	Teacher
Cathy Cortes	Parent
Starr Farmer	Parent
Tracy Foelker	Parent
Dorthy Gibson	Business/Community
Rayni Goldthwait	Parent
Shannon Honeyager	Parent
Aimee Huddleston	Parent
Scott Kelly	Parent
Carolyn Long	Parent
Carrie Ludlow	Parent
Marylea Lueth	Teacher
Melissa Lundell	Teacher
Kimberly Martin	Parent
James Mize	Parent
Shelia Rees	Parent
Sharon Rorrer	Teacher
Linda Stuart	Parent
Tracy Tapp	Parent
Donna Then	Parent
Argentina Thompson	Business/Community
Suzanne Villalobos	Parent
Kathy Williams	Parent
James Clayton	Parent
Amanda Tyler	Parent

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

DeLand High's School Advisory Council members provided input that was used to help create the 2013-2014 School Improvement Plan. During the 2013-2014 school year, the SAC was given

progress monitoring updates about student performance on different assessments including FAIR and quarterly District Summative Assessment data to analyze/determine if indicators aligned with School Improvement targets. During the first SAC meeting in August of 2014, the SAC participated in a data chat session focused on interpreting student performance data on state assessments including FCAT Reading, FCAT Writing, and the End-of-Course assessments (Algebra I, Biology, Geometry, and U.S. History). The SAC used the state assessment results to determine if School Improvement targets were met during the 2013-2014 school year. School Advisory Council members helped to identify areas of strength and areas of focus to be included on the 2014-2015 School Improvement Plan.

Development of this school improvement plan

The primary function of the School Advisory Council is to assist with the creation and monitoring of our School Improvement Plan. The first SAC meeting in August of 2014 was used to host a data chat session focused on school performance data from state assessments during the 2013-2014 school year including FCAT Reading, FCAT Writing, and the End-of-Course assessments (Algebra I, Biology, Geometry, and U.S. History). Performance data for each assessment was generated by the State Department of Education including School Grade Trends, Annual Measured Objectives, and FCAT Performance Levels. School Advisory Council members participated in the Step Zero Process and were asked to analyze and interpret the data to identify areas of focus for the 2014-2015 School Improvement Plan. SAC members were put in table groups of six. All table groups were informed of Smart Goals (targets) and Strategic Goals. Then SAC members were given DeLand High's Academic Outcomes Data chart to help recognize potential areas of focus. Members of the committee worked to create both a Smart Goal and a Strategic Goal to guide the school for the 2014-2015 school year. All ideas were used in the decision-making process to determine what is most appropriate to include in the plan. In October, the School Advisory Council meeting consisted of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board.

Preparation of the school's annual budget and plan

School Improvement funding is provided by the state and is what the School Advisory Council uses as its operating budget. The school's annual budget and plan are shared for input and discussion at the first SAC meeting. School Improvement Funding is used to support school-wide programs tied to reading, math, science, social studies, and writing improvement. Updates on the school's budget, spending, and progress indicators are shared at the monthly SAC meetings. Departmental initiatives are funded based on instructional needs related to identified goals within School Improvement Plan. Teachers are required to complete a SAC Funds Requests form explaining to the SAC how funding such initiatives will have a direct impact on student achievement. Funds Requests Forms are reviewed by the SAC Budget Committee and recommended to the SAC for approval.

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

The School Advisory Council funded several classroom instructional requests that aligned with the goals of the 2013-2014 School Improvement Plan. Each request is evaluated by the SAC and voted upon for approval. The SAC voted and approved the following requests in 2013-2014:

1. The SAC allocated \$400.00 to each of the school's twelve departments. Each school department including Reading, Math, Science, Social Studies, International Baccalaureate, Media, Exceptional Student Education, Career Technology Education, Foreign Language, Fine Arts, and Language Arts collaborated and identified instructional needs within their department that aligned to the goals of the School Improvement Plan. Teachers within each department were able to submit a funds requests for approval by the SAC. Some other approved funds requests included \$200.00 to purchase additional novels for the reading department, \$245.00 to purchase wood and CO2 cartridges for the Career Technology Education students, \$42.00 to purchase batteries for the science department, \$450.00 to

purchase 30 science textbooks for a biology class, and \$300.00 to purchase copy paper to be used for printing Individualized Education Plans.

2. The SAC approved one additional request that was subtracted from the remaining School Improvement balance. The request for \$1,800.00 to pay for teacher coverage of 8th Hour Odyssey Lab. The Odyssey Lab allowed for students to work toward credit recovery or the completion of coursework to earn course credit. Many of the students (12) used the additional time to complete coursework and graduate with the 2014 class.

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
Israel, Archer	Instructional Coach
Degirolmo, Mike	Assistant Principal
Scott, Carlos	Assistant Principal
Michaels, Steve	Guidance Counselor
Butchart, Shelia	Instructional Media
Nehrig, Lisa	Instructional Media
Neisler, Kyle	Teacher, K-12
Jones, Marlo	Teacher, K-12
Latterner, Florence	Teacher, K-12
Scarborough, Renee	Teacher, K-12
Gleason, Heather	Teacher, K-12
Weyler, Marsha	Teacher, K-12
Wensel, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly on Wednesday after school for one hour. The LLT Co-chairs, Dr. Archer Israel and Shelia Butchart, provide an agenda and facilitate the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented during PLC meetings, assist with development of classroom implementation strategies, and supervise and support school-wide writing initiatives and the implementation of the Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue our school-wide writing initiative. Each academic coach is responsible for providing PD in their respective core areas: social studies, math, science, and language arts. Literacy team members will be responsible for introducing strategies to

their departments during PLC meetings as well.

The Literacy Leadership Team has always been dedicated to providing a variety of literacy-building events throughout the school-year. Promotional activities will be in conjunction with departments, the media specialist, administration, and County Literacy Fair members. To encourage family involvement and literacy, parents and students will be invited to attend a Literacy Night in January. In addition to the DHS community, we will invite our feeder middle and elementary schools: DeLand Middle School, Southwestern Middle School, Starke Elementary, Woodward Elementary and George Marks Elementary. At the Literacy Night, teachers and administrators will lead subject area lessons and provide tools for encouraging students in reading and study skills. In addition, students will demonstrate skills in creative writing, poetry, and drama. Parents will be given an overview of the new Florida Standards Assessment as it relates to reading and writing.

The Literacy Leadership Team along with subject area department teachers will host one Reading Class Motivational assembly in fall. The purpose of the assemblies is to encourage students to read. A guest speaker will be invited to present on topics including career opportunities, current events, and the importance of reading in relation to a chosen career path.

DeLand High will participate in Volusia County's Literacy Fair.

To promote school-wide literacy, all students will be invited to participate in a school-wide Literacy Calendar contest in January, and a school wide Academic Word List Vocabulary Bee throughout the school year (classes will compete).

To encourage literacy in the Reading Department, students will take ownership in their achievement by reflecting on activities as they relate to the Florida State Standards. Teachers will display posters which students will use to evaluate their level of achievement. This will take place once during each nine weeks.

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

DeLand High administration and school leadership teachers work to build positive relationships between all faculty and staff using a variety of strategies. Common planning, Department Meetings, Professional Learning Communities (PLCs), Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Teachers are given common planning periods and PLC (Professional Learning Communities) time to allow for collaboration, data analysis, and the sharing of best practices that impact student performance. Common planning allows teachers to participate in monthly PLCs to review formative assessment data, and to plan for and adjust their instruction accordingly. Through PLCs, teachers are encouraged to work together on common goals with clear objectives.

Monthly department meetings are scheduled to give teachers within the same department time to review district curriculum updates, school updates, and to discuss team initiatives. Department teams spend time discussing lessons taught that went well and ways to improve on lessons that were unsuccessful. The sharing of teaching strategies is evident during department meetings.

Lesson Studies have been implemented in science with two cycles completed in one year. Participants surveyed have ranked these series of collaborative professional learning sessions as highly engaging and having a significant impact on their professional practice resulting in increased student academic achievement.

The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student 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 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 videotaping or allowing class visits from peers. The instructional coach works 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

Applicants for positions at DeLand High School are screened carefully by administration prior to hiring. Attention is given to teacher certification, experience, interview impressions, reference checks, etc. Interested teacher prospects are given a tour around campus in an effort to familiarize them with the campus, classrooms, and facilities that are used on a daily basis. Potential teacher candidates are encouraged to collaborate with subject area department chair(s) to gain awareness of teaching assignment, departmental goals, available teacher materials, and school-wide policies and procedures. Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board Certified teachers. Current teachers are given many leadership opportunities to serve on the School Advisory Council, on our Leadership Team, and as a representative to our Teacher Advisory Council. Teacher of the Month and Principal's Recognition Awards showcase excellence in the classroom and "going above and beyond" on the part of our faculty and staff. Principal, Mitch Moyer and the administration staff works to make sure all teachers receive on-site Professional Development training focused on identifying and implementing effective teaching practices to impact student achievement. Recent Professional Development trainings have centered around implementation of the Common Core State Standards.

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

DeLand High's mentoring program consist of Assistant Principal, Michelle Sojka, the administration team, and school department chairs assisting all first-year teachers as they become familiar with the DeLand High school community. All first-year teachers are mentored by a district-assigned Peer Assistance and Review (PAR) Teacher as well. Planned mentoring activities include coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3) participation, PLC Activities, Professional Development, and participation in District Job Fair and Recruitment Activities. Michelle Sojka facilitates one-on-one support for new teachers focused on classroom management, grading practices, communication, ethics, and school policies and procedures. New teachers are granted the opportunity to observe other teachers in action and are paired with subject area department chair for support. The purpose for both the pairing and planned mentoring activities is to help new teachers build a concrete foundation of success in the classroom, to develop of network of support, and to provide continuous daily examples of best practices in action that ultimately have a profound impact on student performance. Each phase of the new teacher mentoring program is designed to build confidence and to retain quality people.

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 (PLCs), Lesson Study, and instructional 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

Performance data is used during common planning and weekly PLC meetings to identify groups of students to receive targeted instruction during classroom intervention time. Teachers and instructional coaches work to create target instruction lessons and activities to meet the needs of all levels of students (struggling, middle, and high performing). Students requiring intensive remediation receive additional support from mentors and consultation teachers. When necessary, classroom teachers and administration make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST).

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, along with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. This process provides opportunities to identify exemplary teachers for the purpose of videotaping or allowing class visits. Instructional 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. Classroom visits and the modeling of lessons is a common practice on campus.

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: After School Program

Minutes added to school year: 2,160

Targeted students receive math tutoring twice a week, for 30 minutes each time. Tutoring continues throughout the school year. Students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Academic tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scott, Carlos, cmscott@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Summer Program

Minutes added to school year: 1,680

Jump Start Algebra I Summer Program

Strategy Rationale

To target students needing remediation of Algebra I standards prior to entering High School.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Degiroimo, Mike, mjdegiro85280057@volusia.k12.fl.us

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

Algebra I standards are reviewed and students take daily assessments to determine areas of focus. Student performance data on the Algebra I EOC exam is analyzed after camp completion to determine areas of growth and priority areas of focus.

Strategy: After School Program

Minutes added to school year:

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention and planning, as well as professional development for 2 hours every other month.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Moyer, Mitchell, mmoyer@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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

All Volusia County high school programs meet or exceed state requirements. At the secondary level, the districts 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 performance 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 (PLCs), Lesson Study, and coaching help to ensure that instruction is aligned to the Florida Standards, well-paced, engaging, and rigorous.

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

DeLand High School offers elective courses in Art, Business, Technology, and Career Study. Many of these courses focus on job skills and offer student internships and cooperative learning opportunities. Every year, after FCAT testing, students and parents participate in our registration process which expose them to next year's curriculum to inform their course selection. After registration, students and parents may meet with counselors to decide what classes will be taken. Students complete interest and career inventories to help them make informed decisions. Parents are invited to meetings and the final course selection is sent home for parent's signatures.

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

DeLand High provides a variety of career and technical education programs, including Career Academies, which are available to assist students in acquiring industry skills.

Career Academy programs offered at DeLand High includes:

The Academy of Building Construction

Communication Academy

Engineering Academy

Other career and technical education programs offered includes:

Computing for College and Careers

Television Production

DeLand High students can earn a variety of industry certifications for course completion and the passing of industry certification exams. Some of the certification exams offered to students include:

Adobe Certified Associate (Dreamweaver, Flash, Photoshop. and Premier)

Agricultural Technician Certification

Certified Medical Administrative Assistant (CMAA)

NCCER Carpentry - Level 1

NCCER Construction Technology

Autodesk AutoCAD Certified User Exam

Microsoft Office Specialist Bundle

NOCTI Early Childhood Care Education

Certified Professional Food Manager (ServSafe)

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

Career academies provide the model for integrating career and technical education with academic courses. Academies incorporate integrated curriculum which includes an exploration of a subject, theme, interest, or career area. Integrated curriculum meshes relevant CTE courses with rigorous academic core material in order to breakdown barriers between subjects and making learning more meaningful.

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 from 2004-2012 at <http://data.fldoe.org/readiness/>

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

Dual Enrollment

Early College Program

High School Showcase

Advanced Placement Program

International Baccalaureate Program

College Expo

Administration of PERT Exam to all 11th grade students

English IV College Readiness Course

Math College Readiness Course

College Representative Visits

Making High School Count Program

Making College and Careers Count Program

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.** All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum.

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. All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum.

1a

G043515

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	45.0
ELA/Reading Lowest 25% Gains	65.0
ELA/Reading Gains	84.0
Algebra I EOC Pass Rate	45.0
Geometry EOC Pass Rate	72.0
Math Gains	91.0
Math Lowest 25% Gains	66.0
Bio I EOC Pass	88.0

Resources Available to Support the Goal 2

- New district curriculum maps aligned to Florida Standards/new Collections text.
- District/DHS Writing Coach
- District ELA teacher training to help implement use of new text.
- On-site Reading Coach
- Writing Instruction that Works text used by leadership team to identify writing strategies across all content areas.
- District scheduled Professional Development/School Choice days

Targeted Barriers to Achieving the Goal 3

- Lack of teacher awareness of effective writing strategies
- Lack of Differentiated Instruction

Plan to Monitor Progress Toward G1. 8

Student Volusia Literacy Test performance
 Florida Standards Assessment student performance data

Person Responsible

Carlos Scott

Schedule

On 5/29/2015

Evidence of Completion

Student grades on classroom writing assignments, VLT performance data, walk-throughs, classroom observations

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. All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum. **1**

 G043515

G1.B1 Lack of teacher awareness of effective writing strategies **2**

 B106670

G1.B1.S1 Provide professional development trainings on Writing to Text and Writing Instruction that Works. **4**

 S124906

Strategy Rationale

To increase teacher awareness of specific writing strategies to use across different content areas.

Action Step 1 **5**

Writing to Text PD Training (SLAM Strategy)

Person Responsible

Mitchell Moyer

Schedule

On 9/15/2014

Evidence of Completion

School PD agenda, SLAM writing strategy handout, sign-in sheets, classroom walk-throughs, observations

Action Step 2 5

Leadership Team book study on text: Writing Instruction That Works: Proven Methods for Middle and High School Classrooms

Person Responsible

Carlos Scott

Schedule

Monthly, from 9/17/2014 to 2/10/2015

Evidence of Completion

Leadership meeting agendas, sign-in sheets, group projects/worksheets, observations

Action Step 3 5

Volusia Literacy Test (VLT) Instructional Support Strategies Training

Person Responsible

Carlos Scott

Schedule

Monthly, from 9/17/2014 to 9/17/2014

Evidence of Completion

District VLT trainings for grade level teams, sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data

Action Step 4 5

RAFT Writing

Person Responsible

Carlos Scott

Schedule

On 11/5/2014

Evidence of Completion

Sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data

Action Step 5 5

Writing to Learn Training

Person Responsible

Carlos Scott

Schedule

On 12/3/2014

Evidence of Completion

Sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data

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

Observations and walk-throughs to monitor classroom implementation
Student Volusia Literacy Test performance
Florida Standards Assessment student performance data

Person Responsible

Carlos Scott

Schedule

Daily, from 9/22/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, administration walk-through/observation schedules, teacher feedback, student work samples

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

Classroom observations and walk-throughs will be conducted daily by school administration team. Student Volusia Literacy Test performance data will be reviewed. Student writings will be evaluated by teachers and scored using VLT rubric.

Person Responsible

Carlos Scott

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher feedback, PLC minutes identifying writing strategies used, student performance data

G1.B6 Lack of Differentiated Instruction 2

 B110479

G1.B6.S1 District Professional Development trainings on Differentiated Instruction through the use of the Gradual Release Model. 4

 S129577

Strategy Rationale

Increase teachers' understanding of differentiated instruction and provide methods to use for implementation.

Action Step 1 5

Teachers will attend District scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model.

Person Responsible

Carlos Scott

Schedule

Daily, from 9/22/2014 to 5/29/2015

Evidence of Completion

PD Sign-in sheets, handouts, exit tickets, completion surveys

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Observations, walk-throughs, review of PLC minutes, instructional support from district content area specialists

Person Responsible

Carlos Scott

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Observations, walk-throughs, PLC discussions, department presentations, surveys

Person Responsible

Carlos Scott

Schedule

On 5/29/2015

Evidence of Completion

Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books

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	Writing to Text PD Training (SLAM Strategy)	Moyer, Mitchell	9/15/2014	School PD agenda, SLAM writing strategy handout, sign-in sheets, classroom walk-throughs, observations	9/15/2014 one-time
G1.B6.S1.A1	Teachers will attend District scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model.	Scott, Carlos	9/22/2014	PD Sign-in sheets, handouts, exit tickets, completion surveys	5/29/2015 daily
G1.B1.S1.A2	Leadership Team book study on text: Writing Instruction That Works: Proven Methods for Middle and High School Classrooms	Scott, Carlos	9/17/2014	Leadership meeting agendas, sign-in sheets, group projects/worksheets, observations	2/10/2015 monthly
G1.B1.S1.A3	Volusia Literacy Test (VLT) Instructional Support Strategies Training	Scott, Carlos	9/17/2014	District VLT trainings for grade level teams, sign-in sheets, PLC minutes,	9/17/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				student work samples, walk-throughs, observations, VLT student performance data	
G1.B1.S1.A4	RAFT Writing	Scott, Carlos	11/5/2014	Sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data	11/5/2014 one-time
G1.B1.S1.A5	Writing to Learn Training	Scott, Carlos	12/3/2014	Sign-in sheets, PLC minutes, student work samples, walk-throughs, observations, VLT student performance data	12/3/2014 one-time
G1.MA1	Student Volusia Literacy Test performance Florida Standards Assessment student performance data	Scott, Carlos	8/18/2014	Student grades on classroom writing assignments, VLT performance data, walk-throughs, classroom observations	5/29/2015 one-time
G1.B1.S1.MA1	Classroom observations and walk-throughs will be conducted daily by school administration team. Student Volusia Literacy Test performance data will be reviewed. Student writings will be evaluated by teachers and scored using VLT rubric.	Scott, Carlos	9/22/2014	Teacher feedback, PLC minutes identifying writing strategies used, student performance data	5/29/2015 quarterly
G1.B1.S1.MA1	Observations and walk-throughs to monitor classroom implementation Student Volusia Literacy Test performance Florida Standards Assessment student performance data	Scott, Carlos	9/22/2014	Sign-in sheets, administration walk-through/observation schedules, teacher feedback, student work samples	5/29/2015 daily
G1.B6.S1.MA1	Observations, walk-throughs, PLC discussions, department presentations, surveys	Scott, Carlos	9/22/2014	Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books	5/29/2015 one-time
G1.B6.S1.MA1	Observations, walk-throughs, review of PLC minutes, instructional support from district content area specialists	Scott, Carlos	9/22/2014	Teacher feedback, observation and walk-through evidence, PLC minutes, Lesson Plan books	5/29/2015 weekly

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. All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum.

G1.B1 Lack of teacher awareness of effective writing strategies

G1.B1.S1 Provide professional development trainings on Writing to Text and Writing Instruction that Works.

PD Opportunity 1

Writing to Text PD Training (SLAM Strategy)

Facilitator

Lori Wickham (District/DHS Writing Coach)

Participants

Instructional staff, coaches, and administration

Schedule

On 9/15/2014

PD Opportunity 2

Volusia Literacy Test (VLT) Instructional Support Strategies Training

Facilitator

Tracy Blinn Secondary Reading/Language Arts TOA

Participants

All English teachers (1-4) English 4: FI College Prep

Schedule

Monthly, from 9/17/2014 to 9/17/2014

PD Opportunity 3

RAFT Writing

Facilitator

Lori Wickman District/DHS Writing Coach

Participants

All DeLand High classroom teachers

Schedule

On 11/5/2014

PD Opportunity 4

Writing to Learn Training

Facilitator

Lori Wickman District/DHS Writing Coach

Participants

All DeLand High classroom teachers

Schedule

On 12/3/2014

G1.B6 Lack of Differentiated Instruction

G1.B6.S1 District Professional Development trainings on Differentiated Instruction through the use of the Gradual Release Model.

PD Opportunity 1

Teachers will attend District scheduled Professional Development training on Differentiated Instruction through the use of the Gradual Release Model.

Facilitator

Carlos Scott, Michelle Sojka, Michael Degirolmo Dr. Katie Dyer

Participants

Teachers, Administration, and Instructional Coaches

Schedule

Daily, from 9/22/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum.	566
Grand Total	566

Goal 1: All DeLand High teachers will implement a school-wide, rigorous writing plan and use differentiated instruction aligned with the Florida State Standards to increase student achievement across the curriculum.		
Description	Source	Total
B1.S1.A2 - Funds requested to purchase text for Leadership Team to use to identify writing strategies to use across all content areas. Leadership Team members will learn strategies and then train teachers within their individual departments.	School Improvement Funds	566
Total Goal 1		566