

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: DELAND HIGH SCHOOL

District Name: Volusia

Principal: Mitchell Moyer

SAC Chair: B.J. Calabro

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on
December 11, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mitch Moyer	Ed. Specialist/ Masters in Ed. Leadership/Guidance	15	24	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70%

					<p>AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- 2002: C, 43, 67, 87, --, 51, 66, 56, --, --</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>
Assis Principal	Steven Davenport	Masters in Educational Leadership; PE and Industrial Arts	20	20	<p>Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP%</p> <p>2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- 2002: C, 43, 67, 87, --, 51, 66, 56, --, --</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>
Assis Principal	Carlos Scott	Masters in Educational Leadership; SLD and VE.	8	8	<p>Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP%</p> <p>2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>
Assis Principal	Michelle Sojka	Masters in Educational Leadership; Social Sciences 6-12	8	8	<p>Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP%</p> <p>2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>
					<p>Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP%</p> <p>2012: Pending, (53% R/42% M; 44%</p>

Assis Principal	Michael Degirolmo	Masters in Educational Leadership; VE Certification	6	9	R/45% M; 59% R/56% M)* 2011: B, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP Southwestern Middle School: 2006: B, 64, 55, 93, --, 60, 62, 62, --, 82% AYP 2005: B, 62, 58,87, --, 55, 60, 64, --, 83% AYP 2004: B, 66, 60, 87, --, 67, 65, 60, --, 80% AYP *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)
Assis Principal	Alicia Douglas	Masters in Educational Leadership; Organizational Communication	2	2	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: Pending, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Charlene Lowry	B.S./Music Ed. K-12, M.S./Reading K-12, Additional Certifications English 6-12, Elementary Ed., Gifted, and ESOL Endorsement	9	2	Deland High School: Grade, HighReading, HighMath, HighWriting, HighScience, LGReading, LGMath, Low25Read, Low25Math, AYP% 2012: Pending, (53% R/42% M; 44% R/45% M; 59% R/56% M)* 2011: Pending, 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP 2010: B, 57, 77, 84, 52, 55, 73, 45, 61, 67%AYP 2009: C, 53, 76, 80, 53, 52, 74, 46, 62, 59%AYP 2008: A, 56, 80, 81, 45, 60, 77, 49, 69, 59%AYP 2007: C, 50, 75, 85, 51, 53, 70, 43, 60, 64%AYP 2006: C, 49, 75, 86, --, 50, 71, 41, --, 51% AYP 2005: B, 50, 75, 90, --, 52, 73, 50, --, 63% AYP 2004: B, 47, 69, 92, --, 55, 71, 50, --, 70% AYP 2003: B, 48, 68, 90, --, 55, 73, 50, --, -- *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
-------------------------	--------------------	---------------------------	---

1	Applicants for positions at Deland High School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, reference checks, etc.	Principal and Administrators	June 5, 2013	
2	Interested teacher prospects are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities that we use on a daily basis.	Principal and Administrators	June 5, 2013	
3	Current teachers are given many leadership opportunities to serve on our School Advisory Council, on our Leadership Team, and as a representative to our Teacher Advisory Council.	Principal, Administrators, Department Chairs	June 5, 2013	
4	Teachers will participate in Professional Development trainings to assist with the implementation the Common Core State Standards as an effort to increase student achievement and to produce college-ready students.	Principal, Administrators, Department Chairs, CCSS Implementation Team, Classroom Teachers	June 5, 2013	
5	Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.	Principal, Administrators	June 5, 2013	
6	Our 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	June 5, 2013	
7	Teachers will be trained to implement Standards-Reference Grading to prepare for future district requirements	Principal, Administrators, Department Chairs	June 5, 2013	
8	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.	Principal, Administrators, Department Chairs	June 5, 2013	
9	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
151	2.6%(4)	13.2%(20)	29.1%(44)	55.0%(83)	55.6%(84)	100.0% (151)	11.9%(18)	10.6%(16)	15.2%(23)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Amber is a first year teacher being mentored by	

Michelle Sojka	Amber Jackson	an administrator, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Michelle Sojka	Tuaone Viliata	Tuaone is a first year teacher being mentored by an administrator, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Michelle Sojka	Nikolitsa Taylor	Nikolitsa is a first year teacher being mentored by an administrator, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Michelle Sojka	Donna DeArman	Donna is a first year teacher being mentored by an administrator, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs,

target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

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.

Supplemental Academic Instruction (SAI)

The District provides remedial and supplemental instructional resources to students who fail to meet performance levels. DeLand High School utilizes these resources through the following:

- * After school tutoring in Math
- * After school preparation activities prior to the FCAT in Reading
- * Collaborative Teams which meet during the summer to insure proper placement of students in courses for the upcoming school year.
- * An 8th Period (after school) APEX credit retrieval class.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- * 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 Program
- * Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

DeLand High School offers a variety of nutrition programs including:

- * Free and Reduced Meal Plan
- * A Comprehensive School Wellness Plan
- * Nutrition and Wellness classes
- * Culinary Arts courses which emphasize proper nutrition
- * Personal Fitness and P.E. courses
- * A Comprehensive Sports Program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career Academies in place during 2012-2013 school year include our Engineering Academy and our Construction Academy.

In addition we have the following career and technical programs and courses of study at DeLand High School: Agriculture Technology, Business Computer Technology (Digital Design, Web Design), Family and Consumer Science (Culinary Arts and Early Childhood Education), Health Science Education, Industrial Education (Building Construction, Carpentry and Cabinetmaking, Engineering), Marketing Education (Fashion Design).

Job Training

DeLand High School offers career awareness opportunities for students through Junior Achievement Programs, job shadowing opportunities, guest speakers from business and industry, and field trips to local business and industry locations. In addition we have a Diversified Cooperative Training Program to enhance practical skills in the workplace.

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Principal: Mitch Moyer - Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RTI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RTI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RTI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RTI website (under Psychological Services) in order to address the purpose of PS/RTI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RTI at PST meetings.

School Psychologist: Marilyn Treusch - Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RTI.

Select General Education Teachers (Primary and Intermediate): Cathy Hardy, Cindy Rosso, Francis Monroe, Lisa Nehrig, Cheri Gherst - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Marylea Lueth, Tony Feistel, Darlene Daniels, Katherine Stewart, Melissa Lundell, Mike Murphy, and Greg Kulik - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Parallel Course Work (i.e. Resource) and consultation. Encompasses Problem Solving/RTI practices when addressing the needs of certain ESE students with a focus on potential reintegration into General Education based on data.

Academic Coach: Charlene Lowry - Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered to be "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school's RTI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RTI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principals, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselors, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RTI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RTI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning. At Deland High School, tiered level supports include "Common Core State Standards" instruction in Language Arts, Reading and Social Studies, soon to be followed by Science, Math, Career Technology Education, and Foreign Language.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The Problem Solving/RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a

systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT, County examinations for Biology, Algebra 1 and Geometry

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Bennett, Lianne (Reading)
Butchart, Sheila (Media Specialist)
Carter, Lisa (Guidance Counselor)
Cheponis-Pearson, Irene (Reading)
Degirolmo, Mike (Administrator)
Epping, Mary Beth (English/ESOL)
Holter, Kelly (Reading)
Jones, Rick (Reading)
Florence Latterner (Math)
Linden, Jennifer (CTE)
Lometti, Ellen (English)
Lowry, Charlene (Reading Coach)
Nehrig, Lisa (English)
Neisler, Kyle (Social Studies)
Parounagian, Janice (Reading)
Scarborough, Renee (CTE)
Schroyer, Connie (English)
Scott, Carlos (Assistant Principal)
Tate, Alfredo (Science)
Wensel, Pamela (Reading)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet once every two months. Representative members from a variety of content areas will

analyze data pertaining to literacy at Deland High and plan ways to promote Best Practices in all classrooms that enhance literacy. Our activities will allow us to analyze data, reflect on current practices and monitor application of strategies as well as student achievement.

What will be the major initiatives of the LLT this year?

Promotional activities will be in conjunction with departments, the media center (and specialist) and County Literacy Fair members.

The Literacy Leadership Team and Reading Department teachers will host two Reading Class Motivational assemblies, one in January and one in March. The purpose of the assemblies is to encourage students to read by giving book presentations, introducing book topics, and to provide active participation in reading strategies through games and activities. Guest speakers will be invited to present on topics including career opportunities, current events, and the importance of reading in relation to a chosen career path.

To encourage family involvement and literacy, parents and students will be invited to attend a Family Literacy Night in January or February. Teachers, administrators and students will lead games, talk about books, 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 FCAT 2.0 and Common Core State Standards as they relate to reading and writing.

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 book mark contest in January.

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students. Teachers are required to document their use of reading strategies in their daily lesson plans in an effort to make reading a cross-curricular responsibility.

Meetings are conducted early in the school year to study and discuss reading data from the previous school year and to determine strategies that can be used in the content areas to enhance skills associated with reading fluency.

Teachers are currently participating in Professional Development trainings that are focused on implementing the Common Core State Standards which identifies many reading strategies for teachers to use to prepare students for college. One reading strategy is being taught per session and teachers have been asked to use the strategy once a week in their daily lessons.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and

relevance to their future?

DeLand High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and cooperative learning opportunities. A daily focus of the school is for teachers and students to examine the relationships and relevance of academic learning to real-life situations as they arise in career education classes. Teachers are also provided reading materials that are based on current events. In addition, identified technology teachers have incorporated "FCAT CONNECT" math, science, and reading strategies into their lessons which focus on highly tested skills found in the Sunshine State Standards.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

DeLand High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and cooperative learning opportunities. Every year, after FCAT testing, students and parents participate in our registration process which exposes 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.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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 11th Graders
- * English IV College Readiness Course
- * Math College Readiness Course
- * College Representative Visits
- * Making High School Count Program
- * Making College Count Program
- * Administration of the PERT Exam

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (250)	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges specific to working with various subpopulations of students	All teachers will incorporate reading strategies in their daily lesson plans in an effort to make reading a cross-curricular responsibility.	Assistant Principal for Curriculum; ESE Assistant Principal; Reading Coach	Teachers will document their use of reading strategies in their classroom and be ready to share this with administrators when called upon to do so.	Lesson Plan Books and FCAT Results
2	Time for teacher collaboration as a follow up to professional development	Reading and Language Arts teachers will meet as colleagues to discuss the results of the FAIR Assessment and develop reading strategies to increase student's comprehension skills.	Reading Coach, Language Arts Chairman; Assistant Principal for Curriculum	Teachers will assess student's progress on the FAIR Assessment and will develop department-based lesson plans to target areas of weakness.	Subsequent FAIR Assessments; FCAT Results
3	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:	
-----------------------------------	--

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The number of students scoring at Levels 4, 5, and 6 in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1)	13%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (325)	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher training in Springboard curriculum and implementation of program with fidelity in all English classrooms (except pre-IB, AP and IB).	The Springboard curriculum as developed by College Board will continue to be used in all non-IB and non-AP English classes. This "Pre-AP" program encourages higher level thinking and analytical skills and prepares students to take a more	Language Arts Department Chair; teacher/trainers in Springboard.	Teachers will be expected to cover a minimum of 4 of the 5 modules during the 2012-2013 school year. Students will be evaluated on their success with the final assessments in each unit as well as the projects associated with the	Springboard assessments; increased registration for Advanced Placement Language and/or Literature courses.

		rigorous curriculum (Advanced Placement) in the 11th and/or 12th grades.		Springboard curriculum	
2	Staffing concerns in implementing an elective Language Arts/Math course to prepare students for college entry level courses.	The Language Arts Department will implement a "English" College Readiness course which will serve as a test-preparation course for college bound students interested in increasing their College Entrance Examination scores.	Assistant Principal for Curriculum, English and Math teachers.	Students will learn strategies in Reading and Writing at a college-level. Teachers will cover strategies for successes on tests as well as specific skills which will make students more effective in high school and college.	PERT, FCAT, SAT, ACT results
3	Curriculum standards found in our Career and Technology Education program and the time to implement reading strategies in these classes	FCAT Connect activities centering on reading skills have been developed in past years through our district technology department. Identified technology education teachers will continue to incorporate reading strategies and lessons which focus on highly tested skills found in the Sunshine State Standards.	CTE Department Chair; district support	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	FCAT results; increase in success rate on Industry Certification Exams.
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The number of students scoring at or above Level 7 in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	46%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Difficulty of finding high-	District training for	Administration	Check usage and	Unique Reports

1	quality lessons for students with cognitive disabilities that also address varying complexity levels	teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	ESE Team	implementation, as well as student progress data using Unique Reports Administrative observation tools	FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making Learning Gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (565)	64%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difference in reading difficulty level between the 8th grade test and the 9th/10th grade FCAT. More reliance on non-fiction reading	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Teachers will then implement these strategies in their content area classrooms.	Assistant Principal for Curriculum; Staff Development Office; Department Chairs	FAIR test reading scores will be monitored to determine the effectiveness	FCAT Results
2	Mobility rate of our student population	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach; Assistant Principal	Track student growth using FAIR assessments and meet regularly as departmental teams to foster growth among all students using formative data.	FCAT Results; FAIR results
3	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading on the FAA will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	46

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
4	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making learning gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (157) making learning gains	61%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------

			Monitoring	Strategy	
1	Many of our lowest 25% students are a part of our Exceptional Student Education program. Resources needed to work effectively with this group of students.	Continue to identify students in the lowest ability levels and work extensively with them to develop their reading skills through language arts classroom.	Assistant Principal for ESE Language Arts Teachers	Track student growth through FAIR assessment and through the Proficiency Model assessments	FCAT and FAIR results
2	Identification of students and coordination of reading program is difficult due to the timeliness of receiving FCAT results	The school will support the staffing of a reading coach to coordinate all plans which center on reading improvement at the school. This will include identification and testing of students as well as working with all curricular departments on establishing reading strategies and techniques to be incorporated into their lesson plans.	Reading Coach; Assistant Principal for Curriculum.	Reading Coach will be a part of the Leadership Team and will provide information and feedback to that team in order to work collegially within the individual departments.	FCAT results
3	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	Continue to provide an Intensive Reading course to provide more targeted instruction in reading to help students acquire the skills needed to succeed.	Reading Coach, Principal; Assistant Principal for Curriculum.	Track student growth using FAIR assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	FCAT and FAIR assessment results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (67% proficient) or through Safe Harbor (58% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the identified AMO targets.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 61% Black: 27% Hispanic: 36% Asian: 91% American Indian: N/A.	White: 65% Black: 34% Hispanic: 42% Asian: 92% American Indian: N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mobility rate or students in all subgroups; increased difficulty level of the reading test to	The continuation of our Intensive Reading program to provide continuity in skill	Reading Coach; Assistant Principal for Curriculum and ESE Administrator	Reading Team meetings will be held once (1) a month to develop targeted strategies which	FCAT Reading Assessment

1	include more non-fiction passages	development for students who were identified in the Middle School as needing remediation prior to taking the FCAT and for students who did not pass the 10th grade reading FCAT.		are effective at meeting the needs of lower level students.	
2	Perception that passing a course such as English will insure proficiency in language arts and reading strategies.	English 1 and 2 Proficiency Model teachers will have a total of 8 benchmarks which students must demonstrate proficiency on in order to complete the course successfully.	Language Arts Department leaders in the Volusia Proficiency Model.	English 1 and 2 teachers will meet to assess the effectiveness of the program and to make adjustments where needed. Assessments will be developed and item analysis conducted to insure the fidelity of the proficiency tests.	FCAT results; proficiency assessment results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 14% proficient	ELL: 23% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration ESOL Teacher Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 25% proficient	SWD: 33% proficient (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our lowest 25% students are a part of our Exceptional Student Education program. Resources needed to work effectively with this group of students.	Use Consultation program for students in the lowest ability levels and work extensively with them to develop their reading skills through language arts classroom.	Assistant Principal for Exceptional Student Education	Track student growth through FAIR assessment and through the Proficiency Model assessments	FCAT and FAIR results
2	The amount of time spent on reading instruction in a "one-period per day" course is not adequate to meet the needs of our lowest 25% ESE students.	The Read 180 program will be continued for tier one students. Students will be identified through their FCAT and other assessments and will be registered in this two-period Intensive Reading class with a trained Read 180 teacher.	Reading Coach; Assistant Principal for Exceptional Student Education.	Track students growth through the Read 180 program which provides a wealth of data relative to student achievement through the program.	FCAT results; FAIR assessment
3	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FCAT and FAIR results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 41% proficient	SWD: 33% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Assistant Principal for Curriculum; Reading Coach	Students in this category come from all ethnic backgrounds. Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessments
2	High absentee rate of identified students	Classroom teachers will help to monitor student attendance, which is crucial to academic achievement in school. They will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Data processing administrator	Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessment; Academic Achievement

3	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
---	---	--	---	--	----------------------------

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR results assessment	Intensive Reading Teachers	Charlene Lowry	Intensive Reading Teachers	Following each administration of the FAIR assessment	FAIR results will be disseminated to reading teachers; results will be discussed with improvement areas identified; strategies for remediation of areas of weakness will be defined.	Assistant Principal of Exceptional Student Education, Assistant Principal of Curriculum, Reading Coach, Reading Teachers
Springboard Curriculum	All grade levels of English and English Honors	Lisa Nehrig, (Springboard trainers)	All Language Arts Teachers (non-IB)	Meetings scheduled monthly to include agenda item dealing with the Springboard curriculum	Teachers will meet with Springboard lead teachers to discuss their progress in the curriculum, difficulties that they are experiencing, and solutions to increase student achievement	Assistant Principal for Curriculum, Evaluating Administrators, Language Arts Department Chairman
Read 180 Program from Scholastics	9th and 10th grade Intensive Reading	Charlene Lowry, Reading Coach	Identified Read 180 teachers	Meetings as needed to update skills associated with the Read 180 Program and its curriculum	Effectiveness of the Read 180 Program will be monitored each year following the reporting of FCAT results.	Assistant Principal for Exceptional Student Education
Building Awareness of the Common Core State Standards	All grade levels and subject areas	Carlos Scott, Assistant Principal for Curriculum Charlene Lowry, Reading Coach Cathy Hardy, Math Teacher Cheri Gherst, Social Studies Teacher	All subject area teachers	8 District PD dates including 8/29, 9/26, 10/10, 10/24, 11/14, 1/23, 2/6	Teacher participants will be required to complete surveys, incorporate learned strategies in their lesson plans, provide evidence to administrators demonstrating their use of learned strategies including student work samples.	Assistant Principal for Curriculum, Evaluating Administrators, Department Chairs, All Subject Area Teachers
VSET Training	All grade levels and subject areas	Administration	All subject area teachers	August 13, 2012	Teacher participants will be trained on new district teacher evaluation system. Teachers will complete Deliberate Practice Plan and familiarize themselves with Charolette Danielson's 4 Domains used to evaluate teacher performance.	Administration All Subject Area Teachers

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Purchase of Scholastic Magazines and selected chapter books to increase students reading skills and fluency.	Scholastic Magazine Subscription Selected Chapter books	Pending SAC Approval	\$350.00
Eliminate the level of struggle ESOL students experience when reading texts they cannot relate to.	Purchase class set of novels, "Secret Story of Sonia Rodriguez.	Pending SAC Approval	\$300.00
			Subtotal: \$650.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$650.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The percentage of students scoring at proficient on the listening/speaking section of CELLA will increase by 2%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
68% (28)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners can be challenging.	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction.	ESOL Administrator Classroom Teachers ESOL Teacher ESOL Assistant	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners can be challenging.	Ensure that teachers use English Language Proficiency Standards for English Language Learners	ESOL Administrator Classroom Teachers ESOL Teacher ESOL Assistant	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring at proficient on the reading section of the CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

32% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL students tend to score low on the reading section of the CELLA due to limited English barriers.	ESOL students will receive extra support in reading provided by ESOL teacher and assistant. All teachers of ESOL students will use ESOL strategies to promote academic success for ESOL students. Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Principal Classroom Teachers ESOL Teacher ESOL Assistant	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring at proficient on the Writing section of CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

5% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ESOL students struggle with writing due to English not being their native language.	ESOL teachers will assist ESOL students with the writing process. Ensure that teachers use English Language Proficiency Standards for English Language Learners	ESOL Administrator Classroom Teachers ESOL Teacher ESOL Assistant	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	CELLA Writing FCAT Writing Writing Rubrics

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase ESOL students reading performance on CELLA exam.	Purchase/use class set of novels entitled The Secret Story of Sonia Rodriguez.	School Advisory Council Funding	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The number of students scoring at Levels 4, 5, and 6 in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The number of students scoring at or above Level 7 in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty of finding high-quality lessons for	District training for teachers on the	Administration ESE Team	Check usage and implementation, as well	Unique Reports FAA Scores

1	students with cognitive disabilities that also address varying complexity levels	Implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists		as student progress data using Unique Reports Administrative observation tools	
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The percentage of students making Learning Gains on the FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (90)	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of Algebra I students scoring at Level 3 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (105)	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in Math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate.	Administration Math Department Chair	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation Common Core Survey
2	Most incoming 9th graders have difficulty mastering Algebra I concepts.	Current Algebra I students will participate in Resource/Pull-out intervention program to help students mastery Algebra I concepts.	Administration Intensive Math Teacher Algebra I Teachers	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET observation Teacher made Formative/Summative Assessments District Formative/Summative Semester Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of Algebra I students scoring at Level 4 or above will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (7)	5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A high percentage of students struggle to pass the Algebra I EOC exam because many have not mastered the foundational skills to be successful in Algebra.	DeLand High Algebra I teachers continue to administer District Formative/Summative Semester Assessments to	Principal Curriculum Assistant Principal District Testing and Accountability Office Algebra I Teachers	Ongoing monitoring of Formative/Summative Assessments and teacher observation by administration.	District Formative/Summative Semester Assessments, Classroom Instruction, Algebra I EOC Exam
2	Teachers are not yet familiar with the Common Core State Standards in Math.	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

appropriate

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Algebra Goal #

No Data Available

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

Data Not Available

Algebra Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanics: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.

Algebra Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Challenges working with	Provide high-quality	Administration	Ongoing monitoring of	District

1	students who come ELL backgrounds with significant gaps in vocabulary.	vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Reading Coach	formative assessments and teacher observation by administration.	Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
---	--	---	---------------	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Data Not Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Data Not Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math.	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Principal Assistant Principals All Math Teachers	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET observation
2	Some Geometry students have not mastered all Algebra I concepts to demonstrate proficiency in Geometry.	Current Algebra I students will participate in Resource/Pull-out intervention program to help students mastery Algebra I concepts.	Principal Assistant Principal for Curriculum Intensive Math Teacher Algebra I Teachers	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET observation Teacher made Formative/Summative Assessments District Formative/Summative Semester Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Geometry Teachers	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation
---	--	---	--	---	------------------

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Data Not Available				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Administrators Reading Coach ESOL Teacher/Assistant	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DA Assessment Results	Algebra I, Geometry	Carlos Scott, Assistant Principal of Curriculum, Math Department Chairs	All Geometry and Algebra I teachers	Following each DA Assessment	Teachers will learn how to interpret the results of the Differentiated Accountability Assessments and develop strategies to target weak areas in the classroom	Assistant Principal for Curriculum, Math Department Chairs
Building Awareness of the Common Core State Standards	All grade levels and subject areas	Carlos Scott, Assistant Principal for Curriculum Charlene Lowry, Reading Coach Cathy Hardy, Math Teacher Cheri Gherst, Social Studies	All subject area teachers	8 District PD dates including 8/29, 9/26, 10/	Teacher participants will be required to complete surveys, incorporate learned strategies in their lesson plans, and provide evidence to administrators demonstrating their use of learned strategies including student work samples.	Assistant Principal for Curriculum, Evaluating Administrators, Department Chairs, All Subject Area Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		The percentage of students scoring at levels 4, 5, or 6 on the Florida Alternate Assessment will increase by 2% for school grade consideration.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (3) scored at levels 4, 5, or 6		40%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Curriculum Assistant Principal ESE Assistant Principal ESE Teachers Program Specialists	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:		The percentage of students scoring a level 7 or higher on the Florida Alternate Assessment will increase by 2% for school grade consideration.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
13% (1) scored a level 7 or higher		15%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A (Last year was the first Year of administering Biology I End of Course Exam)			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students perceive Science assessments as unimportant compared to Reading, Math and Writing assessments.	Students will be required to take the Biology End of Course Exam to demonstrate mastery of standards. The Biology End of Course Exam will be administered to determine degree of proficiency in science.	Assistant Principals for Data Processing and Curriculum, Science Department Chairs, Science Teachers	At least 10% of students who take Biology I End of Course Exam will achieve a passing score.	Biology I End of Course Exam
2	The maturity level of students to be able to safely and effectively participate in science labs. Lack of awareness of Common Core State Standards as it relates to Science.	To address Common Core Literacy Standards, science teachers will schedule a minimum of three hands-on laboratory exercises each grading period in every course they teach.	Assistant Principals for Data Processing and Curriculum, Science Department Chairs, Science Teachers	The development of lab manual which will categorize the essential labs for each course. Implementation of labs will demonstrate students' ability to follow complex step-by-step procedures and interpret graphs and tables.	DA Assessments Biology I End of Course Exam Lab Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			15% percent of DeLand High students will score at or above Level 4 on the Biology EOC Exam.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A (Last year was the first Year of administering Biology I End of Course Exam)			15% percent of DeLand High students will score at or above Level 4 on the Biology EOC Exam.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Participate in all Project IBIS workshops to allow opportunity for real-life application and extension of skills	Administration Science PLCs Science Department Chair	Monitor usage and implementation of Clickers Teacher Data	VSET Evaluation Domain 3 Biology EOC
2	Maintaining fidelity to the curriculum map and keeping pace with other science teachers in the district	Data Analysis using Biology District Interims and use results to adjust curriculum and/or re-teach Meet with district science office to review data	District Science Specialist Administration Science PLCs Science Department Chair	Monitor Biology district interim assessment results	Biology district interim assessments FSA & SSA Data Biology EOC

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DA Assessment Results	All grade levels/Biology I, Biology I Honors, and Biology I Pre-IB	Jennifer Taylor, District Science Specialist; Carlos Scott, Assistant Principal of Curriculum Science Department Chairs	All teachers who teach Biology I, Biology I Honors, and Biology I Pre-IB	Following each DA Assessment	Teachers will learn how to interpret the results of the Differentiated Accountability Assessments and develop strategies to target weak areas in the classroom.	Assistant Principal for Curriculum; Science Department Chairs
Building Awareness of the Common Core State Standards	All grade levels and subject areas	Carlos Scott, Assistant Principal for Curriculum Charlene Lowry, Reading Coach Cathy Hardy, Math Teacher Cheri Gherst, Social Studies	All Subject Area Teachers	8 District PD dates including 8/29, 9/26, 10/10, 10/24, 11	Teacher participants will be required to complete surveys, incorporate learned strategies in their lesson plans, provide evidence to administrators demonstrating their use of learned strategies including student work samples.	Assistant Principal for Curriculum, Evaluating Administrators, Department Chairs, All Subject Area Teachers
Science Labs in all classrooms	All science courses and grades	Dr. Frances Monroe and Cindy Rosso (Department Chairs)	All Science Teachers	Weekly and Monthly meetings	Continue the development of Science Lab Manuals to address Common Core State Standards	Assistant Principal for Curriculum, Evaluating Administrators, Department Chairs, All Subject Area Teachers
			Spencer		Teachers learned how	

Bioscopes Lesson Studies	7 Science teachers	Jeremy Blinn, Jennifer Taylor, District Science Specialists, Science teachers	Schmitt, Dean Tate, Sharon Scheppele, Dr. Frances Monroe, John McCormick, Greg Kulik, Cindy Rosso	Summer Training September follow-up training Study Lessons	to implement the process of Lesson Study. Teachers must create two study lessons and then observe two teachers teaching the desinged lessons.	Bioscopes participants
--------------------------	--------------------	---	---	--	---	------------------------

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
State Funding to increase students performance in Science.	Purchase of learning laboratories, science manipulatives, electronic media, science computer software, and other accepted instructional tools.	District Science Allocations via Florida Legislature	\$4,074.76
Science labs in all classrooms	Lab Materials related to each course/subject (16 test tube racks and 20 thermometers).	School Advisory Council Allocations	\$867.80
			Subtotal: \$4,942.56
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,942.56

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring FCAT Level 4.0 or higher on the Writing FCAT will increase by 1% in order to meet adequate yearly progress. The percentage of students scoring FCAT level 4 or higher will increase by 2% for school grade consideration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (453) scored 3.0 or higher on the Writing FCAT. 60% (3) scored 4.0 or higher on the Writing FCAT.	85% will score Level 4.0 or higher to achieve AYP. 62% will score 4.0 or higher for school grade consideration.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	A segment of our students are apathetic about the FCAT Writing Test since it is not part of their graduation requirement.	DeLand High School will continue our focus on writing skills by incorporating relevant and meaningful writing prompts into all curricular areas. Students will complete writing prompts on a scheduled basis throughout the school year in all disciplines.	Assistant Principal for Curriculum; Language Arts Department Chair	Students in identified language arts classes will complete a writing prompt which will be scored using a rubric similar to that used on the FCAT. Scores will be entered into the state database and serve as a differentiated accountability assessment.	Volusia Writes; FCAT Writing.
2	The mobility rate at the school hinders the students' acquisition of writing skills.	Deland High School will continue to implement and expand the College Board's Springboard Program into all Language Arts courses (except IB) during the 2012 school year. Emphasis will be placed on writing and critical thinking skills in these courses.	Assistant Principal of Curriculum Language Arts Department Chair Language Arts Teachers	The use of the Springboard Program will be monitored internally by Language Arts teachers. Teachers will monitor the effectiveness of the program and the acquisition of writing skills.	Volusia Writes; FCAT Writing
3	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Curriculum Assistant Principal Instructional Coaches Language Arts Department Chair Language Arts Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
4	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching for teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Curriculum Assistant Principal Instructional Coaches Language Arts Department Chair Language Arts Teachers	Monitor growth of Volusia Writes scores	Volusia Writes FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students scoring at levels 4 or higher on the Florida Alternate Assessment will increase by 2% for school grade consideration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3) scored at level 4 or higher	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------

			Monitoring	Strategy	
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volusia Writes Program which emphasizes writing across the disciplines. Writing assignments completed and graded in all curricular areas at identified times during the school year.	All Subjects and grade levels.	Department Chairmen	All subjects and grades.	Monthly department meetings to discuss progress of writing program.	Program will be assessed each year following the reporting of FCAT Writes scores and SAT Writing scores	Testing Coordinator, Assistant Principal for Curriculum, Department chairs
Building Awareness of the Common Core State Standards	All grade levels and subject areas	Carlos Scott, Assistant Principal for Curriculum Charlene Lowry, Reading Coach Cathy Hardy, Math Teacher Cheri Gherst, Social Studies	All Subject Area Teachers	8 District PD dates including 8/29, 9/26, 10/	Teacher participants will be required to complete surveys, incorporate learned strategies in their lesson plans, and provide evidence to administrators demonstrating their use of learned strategies including student work samples.	Principal for Curriculum, Evaluating Administrators, Department Chairs, All Subject Area Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge about Civics EOC	Participate in Creation of District Formative Assessments for Civics Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews	Administration Social Studies PLCs Social Studies Department Chair	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments Civics EOC field test results VSET Evaluation
2	Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction.	Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading.	Administration Social Studies PLCs Social Studies Department Chair	Monitor usage and implementation through: Completion of PD Survey, Professional Development	Professional Development activities Civics EOC field test results VSET Evaluation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels	
--	--

4 and 5 in U.S. History.	N/A				
U.S. History Goal #2:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Infusion of technology and collaboration among students	Administration Social Studies PLCs Social Studies Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Evaluation Domain 3 U.S. History EOC Exam

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	The attendance rate will increase by 1% in 2013. The number of excessive absences and tardies will decrease by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.32%	95.32%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Current number of excessive absences: 147	Expected Number of excessive absences: 146
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current number of students with 10 or more tardies: 879	Expected number of students with 10 or more tardies: 878

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The current mandatory attendance age is set at 16, which legally allows a high school student to miss school with little consequences.	Teachers will use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school.	Assistant Principal of Curriculum Assistant Principal of Data Processing Assistant Principals of Discipline Teachers	Student attendance will be monitored each grading period to determine the effect of the Pinnacle software.	Attendance reports Pinnacle Grade Book
	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions	During the 2012-2013 school year we will continue our policy to address the most frequent cause for referrals: tardy students. We have made a commitment to teachers and to the importance of class time by asking teachers to lock their doors at the bell and begin instruction promptly.	Assistant Principals of Discipline	The effectiveness of the new program will be reviewed at the end of each grading period to note any change in student behavior.	Discipline reports.

2		Students who are not in class at that time report to a central area for a time-out detention for that period. It is our hope that this immediate consequence to being late to class will reduce the number of these referrals and thereby reduce the numbers needing to serve detentions. Since the major reason students are placed in in-school detention is the failure to serve after-school detentions, this will also result in a decrease of these forms of discipline			
3	Pattern of unexcused absences and lates impacts attendance rate.	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators Teachers Attendance Clerk School Counselors School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal # 1:		The number of in-school and out-of-school suspensions will decrease by 5% in school year 2013.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Number of in-school suspensions in 2012: 1994		Expected number of in-school suspensions in 2013: 1889			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
Number of students suspended in school in 2012: 710		Expected number of students suspended in-school in 2013: 705			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Number of Out-of-School suspensions in 2012: 625		Expected number of out-of-school suspensions in 2013: 620			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
Number of students suspended out-of-school in 2012: 355		Expected number of students suspended out-of-school in 2013: 350			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions	During the 2012-2013 school year we will continue our tardy policy to address the most frequent cause for referrals: tardy students. We have made a commitment to teachers and to the importance of class	Assistant Principals for Discipline Tardy Room Teacher/Monitor	The effectiveness of our tardy program will be reviewed at the end of each grading period to note any change in student behavior.	Attendance Reports Discipline reports

1	<p>time by asking teachers to lock their doors at the bell and begin instruction promptly. Students who are not in class at that time report to a central area for a time-out detention for that period. It is our hope that this immediate consequence to being late to class will continue to reduce the number of referrals and thereby reduce the numbers needing to serve detentions. Since the major reason students are placed in in-school detention is the failure to serve after-school detentions, this will also result in a decrease of these forms of discipline</p>		
---	--	--	--

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The percentage of students who drop out of school will decrease by 2% in 2013. The graduation rate will increase by 2%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.3%	0.3%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
81.5%	83.5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	State of Florida allows students who are 16 to drop out of high school; high mobility rate; necessity in these economic times to have a job.	School Guidance Counselors will work with students and parents to encourage students to remain in school and graduate. School Guidance Counselors will be a liaison between the home and school and coordinate efforts with teachers to assist struggling students	Guidance Counselors Assistant Principals Attendance Clerk	Students will be tracked for their four year high school career. Interventions in place should help to decrease the reasons for dropping out of school	Drop-out rate and graduation rate data.
2	Lack of motivational figures to encourage goal setting and education.	Utilize Business Partners for Career Expo to encourage importance of education and staying in school.	Business Partner Coordinator, Guidance, Teachers, Reading Coach, Administrators	Enrollment report	Dropout rate report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The number of parent/non-employee members on the Deland High School Advisory Council will increase by 2%. 75% percent of DeLand High families will attend four Family Involvement Events during the 2012-2013 school year. (9th Grade Welcome, Open House, Family Reading Night, SAC Performing Arts and Academic Awards Ceremony)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
23 parents/non-employees 1730 total families	25 parents/non-employees 1950 total families
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There tends to be a drop in participation level of parents at the High School level.	Strategies include an increased communication effort to inform parents of school activities. This includes an expanded Deland High website and the use of the district phone-calling service. Parents and community members will be invited to SAC meetings, Open House, Parent Input Sessions. Parents will be encouraged to use school related technology including Pinnacle Gradebook, Parent Portal, and VIMS. There will be a Family Night Registration for upcoming 9th graders and parents in the spring as well as a Ninth Grade Welcome morning to familiarize students and parents with all that Deland High School has to offer.	Administrative Team Guidance Team Secretary Team Bulldog LEAD (Current DHS students) Parent Volunteers	Sponsors of clubs, activities and parent groups on campus will conduct a survey to determine any increase or decrease in participation	Needs assessment survey
2	Some parents of high school students tend to not be actively involved in their child's academics.	The strategies include having Curriculum Family nights for more parents to become familiar with what their child is doing at DeLand High and also to provide parents with hands-on experiences with what's new in education.	Administrative Team Science Department Teachers Guidance Counselors	Open House Science Lab Family Night 9th Grade Welcome Mr. DHS Family Show SAC Meetings Planning For College Seminar	Parent/Student Sign-in Sheets Parent/Student surveys
3	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children.	Administration	Climate Survey April 2013	5-Star status for 2012 school year

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM	Teachers will produce 2 new project-based STEM Lessons in both math and science departments.				
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration Science Department Chair Math Department Chair	Monitor usage and implementation data of STEM modules	Usage data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			In 2012-2013, the Engineering Academy will receive a Gold rating.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of knowledge of specific programs Time	Participate in school-based academy visits. Write integrated curriculum projects. Participate in Academy Director PLCs	Administration Academy Director	Career Academy Wiki	Academy Evaluation
2	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration	Monitor participation in CTE Program PLCs	Industry Certification Exams

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Awareness of the Common Core State Standards	All grade levels and subject areas	Carlos Scott, Assistant Principal of Curriculum, Charlene Lowry, Reading Coach, Cathy Hardy, Math Teacher, and Cheri Gherst, Social Studies Teachers	All subject area teachers	8 District dates including 8/29, 9/26, 10/10, 10/24, 11/14, 1/23, 2/6	Teacher participants will be required to complete surveys, incorporate learned strategies in their lesson plans, and provide evidence to administrators demonstrating their use of learned strategies including student work samples	Assistant Principal for Curriculum, Evaluating Administrators, Department Chairs, and All Subject Area Teachers

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

DeLand High will continue to increase the number of students participating in Industry Certification Exam. Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of DeLand High will continue to increase the number of students participating in Industry Certification Exam. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase of Scholastic Magazines and selected chapter books to increase students reading skills and fluency.	Scholastic Magazine Subscription Selected Chapter books	Pending SAC Approval	\$350.00
Reading	Eliminate the level of struggle ESOL students experience when reading texts they cannot relate to.	Purchase class set of novels, "Secret Story of Sonia Rodriguez.	Pending SAC Approval	\$300.00
CELLA	Increase ESOL students reading performance on CELLA exam.	Purchase/use class set of novels entitled The Secret Story of Sonia Rodriguez.	School Advisory Council Funding	\$300.00
Science	State Funding to increase students performance in Science.	Purchase of learning laboratories, science manipulatives, electronic media, science computer software, and other accepted instructional tools.	District Science Allocations via Florida Legislature	\$4,074.76
Science	Science labs in all classrooms	Lab Materials related to each course/subject (16 test tube racks and 20 thermometers).	School Advisory Council Allocations	\$867.80
				Subtotal: \$5,892.56
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$5,892.56

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School-wide programs tied into reading, math, science, and writing improvement	\$11,355.00
Departmental initiatives tied into the School Improvement Plan	\$6,000.00

Describe the activities of the School Advisory Council for the upcoming year

The primary function of the School Advisory Council at DeLand High School is to assist with the development and monitoring of our School Improvement Plan. A portion of our first meeting in September is devoted to a discussion of the data which was generated by the state Department of Education dealing with School Grades Trends, Adequate Yearly Progress and FCAT Performance levels. Members are encouraged to study the data and to provide feedback during the first two weeks of September as to ideas that they have which may be incorporated into the upcoming School Improvement Plan. These ideas are used in the decision-making process as to its inclusion in the Plan. Our Mid-September meeting consists 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. The remaining meetings during year will include departmental and school-wide requests for School Improvement funding which are tied into the plan, a presentation by our Leadership Team and Department Chairs as to programs being initiated or continued during year which support the plan. Our March meeting typically includes the results of the mid-year review and an update on the progress of the plan. The SAC takes a close look at the school budgeting process at our May meeting.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Volusia School District DELAND HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	81%	76%	60%	274	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	75%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	61% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					525	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District DELAND HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	77%	84%	52%	270	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	73%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	61% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested