

Volusia County Schools

New Smyrna Beach Middle School



2015-16 School Improvement Plan

New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

<http://myvolusiaschools.org/school/newsmyrnabeach/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at New Smyrna Beach Middle School is to provide a safe environment which promotes respect and motivates students to learn, achieve, and act responsibly in order to achieve their potential. We believe education is the shared responsibility of the student, home, school, and community.

Provide the school's vision statement

Our mission at New Smyrna Beach Middle School is to provide a safe environment which promotes respect and motivates students to learn, achieve, and act responsibly in order to achieve their potential. We believe education is the shared responsibility of the student, home, school, and community.

School Environment

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

Our school offers a yearly orientation where students can learn their schedules and the 6th grade students can meet their teachers that are on campus for their WEB program. Using our Stingray School of R.O.C.K. theme students have had the opportunity to learn about respect, ownership, citizenship, and kindness and discuss with their classmates and teachers what each of these look like to them. This theme will be reinforced throughout the school year with multiple activities. Our mentoring program will also work with identified students to learn about their cultures and build objective adult relationships with them during the school day. Teachers also work with students to understand their cultures and how their cultural differences affect the day to day classroom routines.

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

Using the results of the climate survey from the 2013-2014, in which our students frequently mentioned respect for teachers and respect for students along with the discipline referral data, our school has created a theme of Stingrays School of R.O.C.K.. The ROCK acronym stands for Respect, Ownership, Citizenship, and Kindness. Students have been taught what each of these look like and have contributed their own visions of what they look like. We will continue to use this theme in the 2015-2016 school year as it was well received by our students and we believe these are values we want our students to continue to exhibit. Before school, students have designated areas to report to. 6th graders are segregated from the upper grade levels for their safety and comfort. Teacher and other school staff supervise these areas to assure student safety. After school, teachers, administration and other school staff members supervise the bus area, parent pick-up, and other areas of the school. Students from all grade levels met in student assemblies with their administrator and grade level school counselor along with campus advisors and teachers to learn about their responsibilities as students at our school and the below information. Students have access to bully slips where they can anonymously report incidences of bullying and place it in a bully box which is checked daily by our school counselors who address the issues

reported.

Anti-bullying programs are taught through PE and elective classes to all students.

D.A.R.E. program, which is a 10 week class taught to 6th graders.

Students also are instructed to report all conflicts or bullying directly to adults for mediation to resolve the issues.

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

1. Students are warned by the teacher.
2. Students are given a time out in another teacher's classroom.
3. Parents are contacted about the issues.
4. Teacher based detentions are issued.
5. School counselor referrals may be generated.
6. Teacher/Parent/Student conferences may be scheduled.
7. Discipline referrals are written if issues continue.

Teachers were trained in this protocol for disciplinary incidents during pre-planning by administration. Teachers can make seating changes to isolate the students or just to move student away from students he/she may be in conflict with.

All students attend student assemblies for a review of school rules, dress code policy, and their grade level personnel.

NSBMS follows Volusia County Schools Code of Conduct which includes established protocols for disciplinary incidents. Every student receives and signs for a copy of the VCS Code of Conduct.

Parents and students sign that they have read and understand the VCS Code of Conduct.

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

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

To ensure that the social-emotional needs of all students are being met, the school offers the following programs:

1. Incoming 6th graders are invited to attend WEB, which is an orientation to our school and an opportunity to get their schedules and map out class locations
2. Students are able to initiate school counselor services by filling out a school counselor request.
3. NSBMS mentoring program allows students, parents, or teachers to request a mentor for the student. Mentoring sessions help to nurture and stimulate students on a weekly basis.
4. Crisis training program for faculty and staff.
5. Suicide prevention program for faculty and staff.
6. Identified students are trained and work with the Peer Mediation Program that works with minor conflicts between students.
7. Cyber-bullying prevention program is presented yearly to students and parents who attend the program. This program assists parents and students to understand the dangers of social networks and how to handle the problems that may arise between students on social networks.
8. Early warning system is reviewed quarterly to address continuing and new needs of our students and parent contact is made.
9. D.A.R.E. program, which is a 10 week class taught to 6th graders.

Early Warning Systems

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

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

New Smyrna Beach Middle School regularly (at least quarterly) accesses the early warning system, which is a specialized report available to middle schools. The indicators are as follows:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in or out of school.
3. Course failure in English Language Arts or mathematics.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Pursuant to Florida statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning Systems and the parent is invited to a PST meeting at the school.

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

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	0	0	
One or more suspensions	8	8	16
Course failure in ELA or Math	13	16	29
Level 1 on statewide assessment	18	17	35
BL: Attendance below 90%	4	0	4
Q1: Attendance below 90%	0	0	
Q 2: Attendance below 90%	0	0	
Q 3: Attendance below 90%	0	0	
Q 4: Attendance below 90%	0	0	
BL: One or more suspensions	8	8	16
Q 1: One or more suspensions	0	0	
Q 2: One or more suspensions	0	0	
Q 3: One or more suspensions	0	0	
Q 4: One or more suspensions	0	0	
BL: Course failure in ELA or Math	13	16	29
Q 1: Course failure in ELA or Math	0	0	
Q 2: Course failure in ELA or Math	0	0	
Q 3: Course failure in ELA or Math	0	0	
Q 4: Course failure in ELA or Math	0	0	
	0	0	
	0	0	
	0	0	
	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	20	20	40

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

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of Sept. 18, 2015 and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 2 or more indicators as of September 18, 2015.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (eg. attendance below 90%, patterns of office discipline referrals resulting in suspension) become the focus of school-wide

intervention efforts. These areas are addressed through school leadership meetings, and during Professional Learning Communities (PLCs) in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

NSB Middle School involves parents at our school through beginning of the year orientation, ConnectEd messages, online grade program (Gradebook), Open House, phone and email contact, quarterly newsletters, parent/teacher conferences, coffee with the principal events, PTSA, and SAC. In addition, parents are invited to our school for academic awards, such as Straight A's, Science Fair, Social Studies Fair, and for dance and musical performances.

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

NSBMS builds and sustains partnerships with the local community by holding such events as Science Fair Public Viewing and Awards Night, Social Studies Fair Public viewing and Awards Night, Technology Night, Business Partners, Mentoring Celebrations, Good News Referrals, SAC, PTSA, Career Extravaganza, and Stingray 5K.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Johnson, Elizabeth	Principal
Porter, Rebecca	Assistant Principal
Jones, Ann	Teacher, K-12
McLain, Amy	Instructional Coach
Carey, Amy	Teacher, K-12
Doster, Julian	Teacher, K-12
Casey, Thomas	Assistant Principal
Velez, Edie	Assistant Principal

Duties

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

Both the school-based leadership team (SLT) and the academic leadership team (ALT) identify school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team and the Academic Leadership Team is representative of other teams (EWS, PLCs, LLT, SAC, Academic Lead Teachers) and serves as a liaison between the SLT and their respective team. For example the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

Personnel: NSBMS has an academic leadership team consisting of principal, assistant principals, academic coaches, and academic lead teachers. The academic leadership team along with the School Leadership Team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These academic leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school leadership team. Departments meet with teachers monthly to discuss department wide concerns and information and twice a month hold grade level PLC meetings to collaborate on curriculum planning, data analyzing, and share instructional strategies. Our district and NSBMS are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts/reading teachers will continue to implement the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our academic leadership team and school leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services, and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and are

distributed via the School Advisory Council through a voting process. Academic leadership meets monthly or as needed; SLT meets as needed, and SAC meets monthly. Problem Solving Activities:
 The SIP is data driven and focuses on areas of school-based need for teachers, specific content as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need and teacher need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools). School Improvement funds will be used for providing teachers professional development activities; procuring technology for classroom use, providing incentives to outstanding teachers, and enabling teachers to procure needed instructional materials for student usage.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Jones	Teacher
Amy Carey	Teacher
Stacy Ferner	Parent
Wendy Lane	Parent
Johna Norman	Parent
Laura Haynes	Parent
Jacqueline Ortega	Parent
Jennifer Sheppard	Parent
Larry Buck	Education Support Employee
Angela Norris	Parent
James Lurkin	Parent
Tommy Gray	Parent
Elizabeth Johnson	Principal
Cyndi Bailey	Parent
Bonnie Brown	Parent
Patty Crouse	Parent
Tahna Cubbedge	Parent
Michelle McArty	Parent
Lori Phelan	Parent
Stacie Wiese	Parent
Daphne Berish	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Throughout the school year our SAC monitored the progress we were making on the achievement of our goals by reviewing the mid-year reflection and learning about the different strategies that were implemented throughout the year by the principal.

In addition, our SAC was updated on the results of our SMT testing scores and growth and how it reflected the implementation of the strategies on our SIP.

Development of this school improvement plan

In order to begin evaluating the effectiveness of last year's SIP, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the SAC, to receive input.

Our SAC team has been updated on the school's Civics EOC scores, Science FCAT scores, Algebra EOC scores and on the strategic goal for the SIP this year. We have asked for their help in developing community involvement goals and parent involvement goals in addition to any other goals/strategies they can help us to develop and implement at our school.

As our faculty has worked through the Problem Solving Process of the SIP, SAC members have been updated to their barriers and strategies.

Preparation of the school's annual budget and plan

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

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

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

Our granted requests for the 2014-2015 school year were:

Cooking Tools for Advanced Culinary Classes: \$1893.80

Color Printer Additional Funds \$30.00

Science World Magazine \$199.65

Spark Timers for Science Labs \$333.45

Scholastic News Magazine for Reading \$98.75

USA Test Prep for all Math Classes \$825.00

Gizmo Subscription for Science \$300.00

EWS Students Field Trip to Stetson \$604.34

Science World Magazine for 2015-2016 (submitted & approved in 2014-2015) \$313.17

USA Test Prep for all Math, Algebra 1, Geometry for 2015-2016 (submitted & approved in 2014-2015) \$1325.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Adams, Elizabeth	Teacher, ESE
Carey, Amy	Teacher, K-12
Doster, Julian	Teacher, K-12
Harvey, Timberlay	Teacher, K-12
Jones, Ann	Teacher, K-12
Lengyel, John	Teacher, K-12
McLain, Amy	Instructional Coach
Peterson, Holly	Instructional Media
Porter, Rebecca	Assistant Principal
Sorice, Rocco	Teacher, K-12
White, Erin	Teacher, K-12
Bender, Colleen	Teacher, K-12
Opfer, Jessica	Teacher, K-12
Thomas, Florida	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

The school-wide major initiative of the LLT this school year at NSBMS will be to facilitate the use of non-fiction text in all core classrooms. Students will read the text and answer questions about the text in which they show the evidence from the text that supports their answers.

The LLT has always been dedicated to providing a variety of literacy-buliding events throughout the school year, These would be offered both during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs one in September and one during the second semester. The LLT will also support the District Literacy Fair.

Public and Collaborative Teaching

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

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

Our school has common planning times for each department which allows each PLC to be able to have collaborative planning leading to common instruction. This time is used to encourage teachers to review assessment data, plan for remediation as needed, work together on common goals, and to align resources by grade level. Our PLC's will meet at least twice a month to review data and plan common engaging lessons and assessments.

The use of academic coaches in reading and math to assist with teacher collaboration, attainment of resources, and in professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process.

Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meet to talk about what trends are being seen in the classrooms. The coaches work side by side with teachers to enhance instruction.

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

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

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All core instructional classes are required to follow district curriculum maps which are based on Florida's NGSSS standards. Students are required to take District Interim Assessments which are based on these curriculum maps at designated times to enforce the pacing of instruction as laid out in the curriculum maps. In some classes, SMT tests are also taken twice a year to monitor student knowledge of required Florida NGSSS.

Volusia Literacy Tests (VLT) are done through all core subjects to reinforce writing skills as outlined in the NGSSS.

School academic leaders are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

PLCs and coaching help ensure that instruction is aligned to Florida's NGSSS, are well paced, engaging, and rigorous. Administrative walk-throughs and observations also ensure the alignment of instruction to Florida NGSSS.

Instructional Strategies

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

Data from State mandated assessments and classroom grade point averages are used in putting together the master schedule for our students.

Our school offers an Algebra Camp prior to our Algebra EOC testing period for all students who will be taking the Algebra EOC

Our school also offers a Science Camp prior to our Science FCAT tests..

During the summer, we offer credit retrieval for summer school.

Several teachers at our school offer before or after school tutoring even though they don't get paid for their time.

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

Strategy: After School Program

Minutes added to school year: 240

Algebra Camp to prepare for Algebra EOC
Geometry Camp to prepare for Geometry EOC

Strategy Rationale

7th and 8th grade students need to review and prepare to take the Algebra and Geometry EOCs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Doster, Julian, jedoster@volusia.k12.fl.us

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

EOC Scores

Strategy: Extended School Day

Minutes added to school year: 240

Science FCAT Camp

Strategy Rationale

Science FCAT covers science content from 6th, 7th, and 8th grade science classes. SMT 1 & 2 are analyzed for the standards that have the least percentage of students passing in each grade level. Grade level teachers teach those standards during 2 hours on 2 days.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bender, Colleen, cbender@volusia.k12.fl.us

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

FCAT Test scores in science.

Strategy: Summer Program

Minutes added to school year: 3,600

Credit Retrieval for failing students as summer school.

Strategy Rationale

To remediate failing students to allow them to move onto the next grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Porter, Rebecca, rporter@volusia.k12.fl.us

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

Grades in classes being retrieved.

Student Transition and Readiness

PreK-12 Transition

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

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

Our school works with feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with their new campus through our annual WEB (Welcome Every Body) program.

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grader students with their transition to high school. High school personnel visit our campus to provide information about student academics, academies, and activities, as well as to assist with high school registration. Our school also has a Career Extravaganza in January to introduce students to various careers using speakers from the community who work in those careers to assist them in choosing the academy in which they choose to enroll.

College and Career Readiness

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

NA

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

New Smyrna Beach Middle School offers students elective courses in art, music, culinary arts, business, technology, and career study. Many of these courses focus on job skills. A daily focus of our school is for teachers and students to ask each other "why we are learning this?" to ensure that instruction is always relevant. Teachers provide non-fiction reading of current event articles that enable students to see their subject areas at work in the business world.

Several of our elective teachers are offering advanced courses to prepare student to continue their study in a preferred area throughout their education career to prepare them for life. Courses include

culinary arts, graphic design, art, computers, agricultural science. There are industry certifications offered in computer classes.

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase the percentage of teachers working collaboratively to develop and implement engaging lessons and keep the students in the classroom, then student achievement in all content areas will increase at New Smyrna Beach Middle School.

Strategic Goals Detail

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

G1. If we increase the percentage of teachers working collaboratively to develop and implement engaging lessons and keep the students in the classroom, then student achievement in all content areas will increase at New Smyrna Beach Middle School. 1a

G068824

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0
Algebra I FSA EOC Pass Rate	95.0
FSA English Language Arts - Achievement	56.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- School Based Professional Development (Freedom to choose our PD)
- Administrative support
- School Leadership Team
- School Improvement Funds
- Common planning time
- Extra time to meet in the morning (No morning duty time for faculty members)

Targeted Barriers to Achieving the Goal 3

- Culture of School - The current culture of our faculty does not lend itself to change.
- Student Behavior, technology and dress code violations, tardies, and frequent absentees keep students from classes and negatively affect student achievement.

Plan to Monitor Progress Toward G1. 8

SMT, DIA, and VLT scores and student classroom grades will be monitored throughout the year to demonstrate increases in student achievement due to the collaborative development and implementation of engaging lessons and students being engaged in the lesson.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

SMT, FSA, DIA, EOC, FCAT, and VLT scores;

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. If we increase the percentage of teachers working collaboratively to develop and implement engaging lessons and keep the students in the classroom, then student achievement in all content areas will increase at New Smyrna Beach Middle School. **1**

 G068824

G1.B1 Culture of School - The current culture of our faculty does not lend itself to change. **2**

 B178846

G1.B1.S1 School Leadership Team (SLT) will work to create a positive culture towards PLCs at our school. **4**

 S190204

Strategy Rationale

A positive culture will allow changes to be made towards our faculty working collaboratively as PLCs.

Action Step 1 **5**

School Leadership Team will meet with Academic Lead Teachers to explain the PLC meeting protocol and procedures.

Person Responsible

Elizabeth Johnson

Schedule

On 8/12/2015

Evidence of Completion

Academic Lead Teachers will submit the names of the PLC facilitators and meeting days and times to Mrs. Johnson.

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

PLC minutes will be submitted to Academic Lead Teachers and PLC notebooks will be maintained by PLC facilitators.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The PLC minutes and PLC notebooks kept by PLC facilitators..

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

Administration will check PLC facilitator notebooks.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Administration will document completion of PLC minutes and meeting dates.

G1.B1.S2 School Leadership Team (SLT) will work with administration and faculty to create PD that meets the needs of our faculty based on survey data gathered by administration, data analysis by SLT during the summer, and district and state certification requirements.. 4

 S190205

Strategy Rationale

Teachers have negative attitudes towards PD when it doesn't relate to their job role.

Action Step 1 5

SLT will meet to determine what professional development we will offer for our early release PD and our day long PD.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/12/2015 to 6/8/2016

Evidence of Completion

Schedule of chosen professional developments.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The faculty will have to sign in for PD

Person Responsible

Rebecca Porter

Schedule

Every 3 Weeks, from 9/2/2015 to 3/2/2016

Evidence of Completion

Registration of teachers for PD; Sign-in lists of teachers participating

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Faculty members will submit a PD related product that they can use in their classroom.

Person Responsible

Rebecca Porter


Schedule

Monthly, from 9/2/2015 to 3/31/2016

Evidence of Completion

PD related product from faculty members showing how it will be used in their classrooms to increase student achievement.

G1.B1.S3 School Leadership Team will sponsor an optional book study for Mindset by Carol Dweck. 4

 S190206

Strategy Rationale

Teachers need to learn about the growth mindset in order to implement it in their lessons developed by PLCs.

Action Step 1 5

Teachers will be given the opportunity to sign up for a book study on Growth Mindset by Carolyn Dweck.

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 9/21/2015 to 4/29/2016

Evidence of Completion

Sign up list for book study.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Book study will begin and participants will have to submit assignments for book study. Participants may also participate in twitter chats about the book.

Person Responsible

Amy McLain

Schedule

Biweekly, from 9/30/2015 to 11/4/2015

Evidence of Completion

The evidence collected will be the completed assignments from participants and collaboration through email and Twitter chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration will observe teachers implement growth mindset in their classrooms.

Person Responsible

Elizabeth Johnson


Schedule

Monthly, from 9/21/2015 to 4/29/2016

Evidence of Completion

VSET walkthroughs, observations, and student grades and district and state test scores.

G1.B1.S4 Signs will be made and displayed each quarter to recognize the peer-chosen "Superstar Teacher of the Quarter" for each department. 4

 S190207

Strategy Rationale

Positive reinforcement will encourage our faculty to be their best.

Action Step 1 5

Teacher Superstar signs will be ordered for each department for each quarter.

Person Responsible

Elizabeth Johnson

Schedule

On 9/30/2015

Evidence of Completion

Invoice for signs ordered.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Each department will choose a "superstar teacher" each quarter.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 10/22/2015 to 6/7/2016

Evidence of Completion

Lists of teachers chosen by their departments as the "superstar teacher" of the quarter.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Department meetings will be more positive and teachers will be more cooperative.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 10/22/2015 to 6/7/2016

Evidence of Completion

Administrator observations of department meetings.

G1.B2 Student Behavior, technology and dress code violations, tardies, and frequent absentees keep students from classes and negatively affect student achievement. 2

 B178847

G1.B2.S1 Students who receive no referrals for an entire semester will be invited to a "No Referral" assembly. 4

 S190208

Strategy Rationale

The rationale is to encourage students to do the right thing and receive rewards.

Action Step 1 5

Discipline records will be checked to determine who has qualified for the "No Referral" assembly

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 1/22/2016 to 5/27/2016

Evidence of Completion

List of students who have not received any referrals for each semester.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Invitations will be issued to students who qualify with no referrals to the "No Referral" assembly.

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 1/22/2016 to 5/27/2016

Evidence of Completion

Invitations that are issued will be checked off the list of students with no referrals who are being invited to "No Referral" assembly.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The number of students receiving referrals this school year will be compared to last year's numbers to determine if there was a decrease of students receiving referrals..

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 1/22/2016 to 5/27/2016

Evidence of Completion

We will be collecting data that shows the number of students receiving referral this year is less than the number of referrals receiving referrals last year. If the No Referral assembly concept is effective, there should be a decrease in the number of students receiving referrals.

G1.B2.S2 Community Business Partners will hold spirit nights to raise funds for the "No Referral" assembly prizes. 4

S190209

Strategy Rationale

Money is not available within the district budget to pay for prizes, so fundraising must be done to earn those funds.

Action Step 1 5

Community business partners will donate a percentage of sales on scheduled Stingray Spirit Nights.

Person Responsible

Thomas Casey

Schedule

On 9/11/2015

Evidence of Completion

The amount of money earned.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Parents and community will be invited to participate in the Stingray Spirit Night via the Connect Ed system.

Person Responsible

Elizabeth Johnson

Schedule

Daily, from 9/8/2015 to 9/10/2015

Evidence of Completion

Records of connect Ed calls will be collected to demonstrate the implementation of the invitations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The amount of money earned at the Stingray Spirit night will be indicative of the number of people who attended.

Person Responsible

Elizabeth Johnson


Schedule

Semiannually, from 8/24/2015 to 6/7/2016

Evidence of Completion

Action plan will be monitored by the amount of money earned at the Stingray Spirit night which will also be indicative of the number of people who attended.

G1.B2.S3 All students will be provided a school planner that will include information about dress code, technology guidelines, school rules, and attendance guidelines. Planners will allow students to track their assignments and allow for teacher and parent communication of concerns. 4

 S190210

Strategy Rationale

Planners will provide reminders of our school rules and guidelines and allow students to remember their assignments.

Action Step 1 5

SIP money will be requested and Planners will be ordered through copy center.

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 8/25/2015 to 1/19/2016

Evidence of Completion

Approval of SIP request and receipt of the planners.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Planners will be given to teachers to distribute to students.

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 8/27/2015 to 1/19/2016

Evidence of Completion

Administrative walkthroughs of teachers and observing use of the planners in classes by students.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

The numbers of days students are absent from classes due to discipline referrals, tardies, and absences will be monitored.

Person Responsible

Elizabeth Johnson

Schedule

Weekly, from 8/27/2015 to 6/7/2016

Evidence of Completion

If students are aware of the dress code, technology guidelines, school rules, and the importance of good attendance, then the number of students receiving referrals, being late to school, or being absent should decrease. The evidence will be a decrease of referrals, absences, and tardies compared to previous years.

G1.B2.S4 Academic achievement will be rewarded by Smartie Parties and Honor Roll recognition. 4

S190211

Strategy Rationale

Students who work hard to achieve honor roll and straight A's should be rewarded.

Action Step 1 5

Qualifying students will be identified by school counselors.

Person Responsible

Jessica Opfer

Schedule

Quarterly, from 10/22/2015 to 6/1/2016

Evidence of Completion

Student quarterly grade point average.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Monitor the number of students who are qualifying for these recognitions

Person Responsible

Jessica Opfer

Schedule

Quarterly, from 10/22/2015 to 6/1/2016

Evidence of Completion

Crosspointe information will be used and invitations will be only be issued to qualifying students. Admittance to the events will be monitored through invitations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Monitor the increase/decrease of the number of students being invited to each quarter's celebration.

Person Responsible

Jessica Opfer

Schedule

Quarterly, from 10/22/2015 to 6/1/2016

Evidence of Completion

The number of students achieving straight A's or honor roll status.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	School Leadership Team will meet with Academic Lead Teachers to explain the PLC meeting protocol and procedures.	Johnson, Elizabeth	8/12/2015	Academic Lead Teachers will submit the names of the PLC facilitators and meeting days and times to Mrs. Johnson.	8/12/2015 one-time
G1.B1.S2.A1	SLT will meet to determine what professional development we will offer for our early release PD and our day long PD.	Johnson, Elizabeth	8/12/2015	Schedule of chosen professional developments.	6/8/2016 monthly
G1.B1.S3.A1	Teachers will be given the opportunity to sign up for a book study on Growth Mindset by Carolyn Dweck.	Johnson, Elizabeth	9/21/2015	Sign up list for book study.	4/29/2016 semiannually
G1.B1.S4.A1	Teacher Superstar signs will be ordered for each department for each quarter.	Johnson, Elizabeth	8/25/2015	Invoice for signs ordered.	9/30/2015 one-time
G1.B2.S1.A1	Discipline records will be checked to determine who has qualified for the "No Referral" assembly	Johnson, Elizabeth	1/22/2016	List of students who have not received any referrals for each semester.	5/27/2016 semiannually
G1.B2.S2.A1	Community business partners will donate a percentage of sales on scheduled Stingray Spirit Nights.	Casey, Thomas	9/11/2015	The amount of money earned.	9/11/2015 one-time
G1.B2.S3.A1	SIP money will be requested and Planners will be ordered through copy center.	Johnson, Elizabeth	8/25/2015	Approval of SIP request and receipt of the planners.	1/19/2016 semiannually
G1.B2.S4.A1	Qualifying students will be identified by school counselors.	Opfer, Jessica	10/22/2015	Student quarterly grade point average.	6/1/2016 quarterly
G1.MA1	SMT, DIA, and VLT scores and student classroom grades will be monitored throughout the year to demonstrate increases in student achievement due to the collaborative development and implementation of engaging lessons and students being engaged in the lesson.	Johnson, Elizabeth	8/24/2015	SMT, FSA, DIA, EOC, FCAT, and VLT scores;	6/7/2016 monthly
G1.B1.S1.MA1	Administration will check PLC facilitator notebooks.	Johnson, Elizabeth	8/24/2015	Administration will document completion of PLC minutes and meeting dates.	6/8/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	PLC minutes will be submitted to Academic Lead Teachers and PLC notebooks will be maintained by PLC facilitators.	Johnson, Elizabeth	8/24/2015	The PLC minutes and PLC notebooks kept by PLC facilitators..	6/8/2016 monthly
G1.B2.S1.MA1	The number of students receiving referrals this school year will be compared to last year's numbers to determine if there was a decrease of students receiving referrals..	Johnson, Elizabeth	1/22/2016	We will be collecting data that shows the number of students receiving referral this year is less than the number of referrals receiving referrals last year. If the No Referral assembly concept is effective, there should be a decrease in the number of students receiving referrals.	5/27/2016 semiannually
G1.B2.S1.MA1	Invitations will be issued to students who qualify with no referrals to the "No Referral" assembly.	Johnson, Elizabeth	1/22/2016	Invitations that are issued will be checked off the list of students with no referrals who are being invited to "No Referral" assembly.	5/27/2016 semiannually
G1.B1.S2.MA1	Faculty members will submit a PD related product that they can use in their classroom.	Porter, Rebecca	9/2/2015	PD related product from faculty members showing how it will be used in their classrooms to increase student achievement.	3/31/2016 monthly
G1.B1.S2.MA1	The faculty will have to sign in for PD	Porter, Rebecca	9/2/2015	Registration of teachers for PD; Sign-in lists of teachers participating	3/2/2016 every-3-weeks
G1.B2.S2.MA1	The amount of money earned at the Stingray Spirit night will be indicative of the number of people who attended.	Johnson, Elizabeth	8/24/2015	Action plan will be monitored by the amount of money earned at the Stingray Spirit night which will also be indicative of the number of people who attended.	6/7/2016 semiannually
G1.B2.S2.MA1	Parents and community will be invited to participate in the Stingray Spirit Night via the Connect Ed system.	Johnson, Elizabeth	9/8/2015	Records of connect Ed calls will be collected to demonstrate the implementation of the invitations.	9/10/2015 daily
G1.B1.S3.MA1	Administration will observe teachers implement growth mindset in their classrooms.	Johnson, Elizabeth	9/21/2015	VSET walkthroughs, observations, and student grades and district and state test scores.	4/29/2016 monthly
G1.B1.S3.MA1	Book study will begin and participants will have to submit assignments for book study. Participants may also participate in twitter chats about the book.	McLain, Amy	9/30/2015	The evidence collected will be the completed assignments from participants and collaboration through email and Twitter chats.	11/4/2015 biweekly
G1.B2.S3.MA1	The numbers of days students are absent from classes due to discipline referrals, tardies, and absences will be monitored.	Johnson, Elizabeth	8/27/2015	If students are aware of the dress code, technology guidelines, school rules, and the importance of good attendance, then the number of students receiving referrals, being late to school, or being absent should decrease. The evidence will be a decrease of referrals, absences, and tardies compared to previous years.	6/7/2016 weekly
G1.B2.S3.MA1	Planners will be given to teachers to distribute to students.	Johnson, Elizabeth	8/27/2015	Administrative walkthroughs of teachers and observing use of the planners in classes by students.	1/19/2016 semiannually
G1.B1.S4.MA1	Department meetings will be more positive and teachers will be more cooperative.	Johnson, Elizabeth	10/22/2015	Administrator observations of department meetings.	6/7/2016 quarterly
G1.B1.S4.MA1	Each department will choose a "superstar teacher" each quarter.	Johnson, Elizabeth	10/22/2015	Lists of teachers chosen by their departments as the "superstar teacher" of the quarter.	6/7/2016 quarterly
G1.B2.S4.MA1	Monitor the increase/decrease of the number of students being invited to each quarter's celebration.	Opfer, Jessica	10/22/2015	The number of students achieving straight A's or honor roll status.	6/1/2016 quarterly
G1.B2.S4.MA1	Monitor the number of students who are qualifying for these recognitions	Opfer, Jessica	10/22/2015	Crosspointe information will be used and invitations will be only be issued to qualifying students. Admittance to the	6/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				events will be monitored through invitations.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we increase the percentage of teachers working collaboratively to develop and implement engaging lessons and keep the students in the classroom, then student achievement in all content areas will increase at New Smyrna Beach Middle School.

G1.B1 Culture of School - The current culture of our faculty does not lend itself to change.

G1.B1.S3 School Leadership Team will sponsor an optional book study for Mindset by Carol Dweck.

PD Opportunity 1

Teachers will be given the opportunity to sign up for a book study on Growth Mindset by Carolyn Dweck.

Facilitator

School Leadership Team

Participants

Teachers and administration

Schedule

Semiannually, from 9/21/2015 to 4/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	School Leadership Team will meet with Academic Lead Teachers to explain the PLC meeting protocol and procedures.				\$0.00
2	G1.B1.S2.A1	SLT will meet to determine what professional development we will offer for our early release PD and our day long PD.				\$0.00
3	G1.B1.S3.A1	Teachers will be given the opportunity to sign up for a book study on Growth Mindset by Carolyn Dweck.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3931 - New Smyrna Beach Middle School	School Improvement Funds		\$250.00
<i>Notes: 25 Growth Mindset Books for Book Study</i>						
4	G1.B1.S4.A1	Teacher Superstar signs will be ordered for each department for each quarter.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3931 - New Smyrna Beach Middle School	School Improvement Funds		\$800.00
5	G1.B2.S1.A1	Discipline records will be checked to determine who has qualified for the "No Referral" assembly				\$0.00
6	G1.B2.S2.A1	Community business partners will donate a percentage of sales on scheduled Stingray Spirit Nights.				\$0.00
7	G1.B2.S3.A1	SIP money will be requested and Planners will be ordered through copy center.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3931 - New Smyrna Beach Middle School	School Improvement Funds		\$2,500.00
8	G1.B2.S4.A1	Qualifying students will be identified by school counselors.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3931 - New Smyrna Beach Middle School	School Improvement Funds		\$1,500.00

Budget Data

Total:	\$5,050.00
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