

Volusia County Schools

Deltona Middle School



2016-17 Schoolwide Improvement Plan

Deltona Middle School

250 ENTERPRISE RD, Deltona, FL 32725

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2015-16 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">78%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">58%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	D

**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 is pending approval by the Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Deltona Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Deltona Middle School family is dedicated to the maximum growth of our students. By forming a partnership with our community, we create a caring and accepting environment for all. We rise to the challenge as we charge toward success.

b. Provide the school's vision statement.

The faculty, staff, and community of Deltona Middle School share the responsibility for guiding our students toward academic growth and emotional development essential for continued learning and lifelong success in a culturally diverse society.

2. School Environment

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

Our students are surveyed through a multitude of data sources. We review Cross Pointe demographic information, Title I, free and reduced lunch surveys, parent surveys collected through Title I. In addition, teachers create their own personal survey forms to learn about students. Our school counselors assist with supervision during lunch time so that they may spend time with their students and visit classrooms and assess/ address grade specific concerns relevant to grade levels. Teachers meet weekly by department during their planning time in our data room. We are able to then discuss trends we notice that include academic, behavioral, cultural, and social needs of our students. This allows teachers to become more cognizant of students' individual needs. Teachers, counselors, and administrators are also acclimated to the students' cumulative folders for those with at-risk behaviors in order to make more pronounced determinations for students in need. It is necessary to include administration, coaches, specialists and parents as these relationships are built and maintained throughout the year.

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

Our principal leads the charge by visiting bus stop areas to become acquainted with students and parents. Once the students arrive on campus, each grade level is supervised in a different area. Teachers of those respective grades supervise their students until the bell rings which helps with rapport and comfort for the students. On August 15, 2016 during each period all students were provided with PowerPoint presentations that reviewed school wide procedures on how to transition successfully throughout the day. Our school has worked hard to create several academic clubs that meet after school on a weekly, bi-weekly, or monthly basis in an effort to increase academic achievement.

With the recent increase in bullying incidents locally, we decided it fitting to discuss bullying in more depth with our students as a whole. We have partnered with OLWEUS, a group with Bully Armor to address bullying on the campus. With this group, a committee will be formed with the members being community members, parents, cafe workers, campus advisors, and counselors. We arranged our bell schedule to allow for social skills and bullying lessons twice a month via a homeroom setting. Our school counselors provided grade level bullying assemblies to discuss how hurtful words are for fellow classmates. As a follow up small class size activity, a bullying video was provided for teachers.

The students viewed the video and produced posters that were hung throughout the school to depict ways in which words are harmful. Our principal followed up our theme with a Connect Ed message to families showing our commitment and dedication to support a safe and respectful school setting.

c. 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.

School wide expectations are maintained first with consistency among the adults. During the pre-planning week, administration explained that most procedures implemented through the school improvement process last year would continue this year. Students are aware that our school has a zero tolerance for profanity, bullying, insubordination, and cell phone usage. We expect parent contact to be made for level 1 and 2 infractions that are minor school rules such as horseplay or talking without permission. In order for students to be fully engaged during instructional time, we expect teachers to learn about their students' strengths/weaknesses and include the gradual release model within their instruction. This will allow time for differentiation and accommodations based on students needs.

The School wide Behavioral System includes:

Maintaining:

1. Tardy Policy - Students are expected to arrive in class on time. We have implemented a new school wide tardy policy for tardies and have consistent consequences for student infractions.
2. 10/10 Rule-once students are in class they are expected to remain in class the first ten and last ten minutes of class. This allows the teachers to start class immediately with purpose, direction, and instructional momentum.
3. Cell phone Policy- Students are not permitted to use cell phones during the day with the exception of the implementation of BYOT (Bring Your Own Technology) in the classroom.
4. No Tolerance for egregious offenses/offenders - students whose behaviors are habitual and/or egregious and need an alternative setting. It is the role of teachers, counselors, administration, and student services to work through the PST process and ensure that interventions are being provided. If students disrupt the learning environment making the setting unsafe for others to learn, we move forward under the direction from the district for a recommendation for an alternative setting placement.
5. Utilizing Early Warning System- We will continue to utilize the EWS as an indication of what students need, what tier of support. Please refer to the next section for more information.

Implementing:

1. Behavior Leadership Team- We will continue with our implementation of a Behavior Leadership Team with representation from each department. This team discusses areas of concerns throughout the school.
2. Behavior Data Room- Students who are identified as ESE will have an additional data room where additional meetings will be held to determine if appropriate FBA/BIP and/or IEP reviews should be held to adjust support services provided. Specialists will have access to this information and be able to analyze/notice class and/or school wide trends.

d. 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.

Student counseling services are readily available to students throughout the school day. Each grade-level has a full-time school counselor available and located in close proximity to classroom areas. Counselors are responsible for the schedules of their students by grade. This year, counselors moved up with their students which allows for more familiarity with the students. If a conference is requested by a child's parent and/or guardian, the counselor, along with the student's classroom teachers, are present to discuss the child's progress in each area. It is the child's counselor who reviews the student's cumulative folder and keeps track of the academic history, achievement levels, social history, and notates any social/emotional needs of the students. The counselors provide parents with local program information that is relevant to the child's needs. In some instances, this includes programs like CINS/FINS, The House Next Door, Halifax Behavioral Center, Mentoring Services provided by community agencies and One Call for Help. There are several local agencies that our school counseling department refers parents to when they are in need of services for their children.

The plan submitted by our school counselors is below:

The School Counseling Department would like to share some exciting plans that we have for our students this school year. One of the goals for this year is to "increase positive student behaviors". We are asking that all of our faculty and administration support and participate in the following:

Social Skills Lessons during Homeroom

The school counselors will provide each Homeroom teacher with a social skills lesson to be taught bi-weekly during Homeroom. These lessons will address topics including honesty, cooperation, responsibility and respect. These topics will reinforce the social skills referenced in our new student planners.

Student of the Week

Teachers will be asked to nominate a student weekly who exhibits both positive school behavior/attitude, along with demonstrating the social skill of the month. These students will be recognized during announcements as well as by administration for promoting positive school behavior. Behavior that is reinforced continues...we want these positive, appropriate behaviors to become contagious!

Monitoring Attendance

In support of our Superintendent's countywide initiative, and in an effort to promote a "culture of attendance" all year long, the school counselors will:

Contact a student's parent/guardian if the student is absent 3 or more days, based upon review of the KEEP report.

Reinforce the importance of daily attendance via announcements, marquis, Connect5calls to our DMS family, posters and certificates for students with perfect attendance.

3. Early Warning Systems

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

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

The Early Warning System includes student indicators. At Deltona Middle School the Early Warning System is reviewed by a committee that is composed of teachers, administration, counselors, the school psychologist, and coaches who are familiar with students on the list. The committee then determines which indicator for each student is considered that student's highest barrier and correlates the most appropriate Multi-Tiered System of Supports. Those barriers or indicators for students could be attendance, a learning/behavioral disability, or a behavioral concern. Depending on what determinations are made, the tiered system can be appropriately implemented. All 6th and 7th

graders who scored a level 2 on the FSA math have been enrolled in an Intensive math class as an additional elective. We have an Intervention Teacher who will work with struggling students in 8th grade. All 8th graders who scored a level 3 in the 7th grade FSA have been enrolled in a double block of Algebra.

9 students have received one or more suspensions in the first 24 days of school. This is just under 1% of our school population.

115 students have 3 or more absences in the first 24 days of school.

235 (23%) current students scored level 1 on 15-16 ELA FSA. 284 (27.6 %) current students scored level 1 on 15-16 Math FSA.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	10	12	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	2	1	5	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	5	10	8	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	6	22	23	0	0	0	0	51
	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	11	21	27	0	0	0	0	59

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

The Early Warning System includes student indicators. At Deltona Middle School the Early Warning System is reviewed by a committee that is composed of teachers, administration, counselors, the school psychologist, and coaches who are familiar with students on the list. The committee then determines which indicator for each student is considered that student's highest barrier and correlates the most appropriate Multi-Tiered System of Supports. Those barriers or indicators for students could be attendance, a learning/behavioral disability, or a behavioral concern. Depending on what determinations are made, the tiered system can be appropriately implemented. All 6th and 7th graders who scored a level 2 on the FSA math have been enrolled in an Intensive math class as an additional elective. We have an Intervention Teacher who will work with struggling students in 8th grade. All 8th graders who scored a level 3 in the 7th grade FSA have been enrolled in a double block of Algebra.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311559>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

This year we have a designated office specialists who share the role to build and maintain our volunteer and business relationships within the local community. These partnerships have helped to secure and sustain resources that support classroom needs, family nights, tutoring, mentoring, supplies, and parental awareness of educational programs. Our office specialists also coordinate spirit nights at local restaurants from which the restaurant will give a portion of profits. In addition, we have Ms. Felicia Benzo, who works alongside our staff. Ms. Benzo founded a co-ed Catalyst Mentoring Program with us 2 years ago and provided services to several students. In addition to Catalyst, Ms. Benzo has partnered with a teacher to continue a male mentoring program for 40 at-risk male students. The group meets every Monday after-school and has guest speakers from the community. They go on field trips and provide service to school events. Our guidance department has partnered with local businesses to initiate the heart to heart program Girls Mentoring Program which provides self esteem and problem resolution skills for girls. The City of Deltona has also shown support for Deltona Middle School students by awarding students with citizenship awards. Each month teachers nominate a student who has shown acts of being a "CHARGER"; meaning someone who cares, achieves, respects, and engages in school by being a positive leader. The administration, school counselor, and teachers then select two students per grade level based on the nominations to receive the city's Super Star Student award each month. Teachers are invited to attend the award ceremony where the Mayor presents the Super Star Student award to each student. The respective grade level administrator and principal are also present to support the student and his/her family as he/she receive the award. In addition, the Community has helped to provide back-to-school resources at the start of school, as well as gifts for families in need during the holiday season. When we have academic award ceremonies or host evening family night events, our business partners never seem to stop giving.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Inge, Rick	Principal
Pearce, Jonathan	Assistant Principal
Seidel, Susan	Assistant Principal
Potter-Whiting, Carey	Instructional Coach
Rheinheimer, Julie	Instructional Coach
Schicker, Kyle	Teacher, K-12
Bynum, Jackie	Instructional Coach
evans, kaitlyn	Instructional Coach
crowther, tanya	Instructional Coach

b. Duties

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

Administration will:

1. Provide a common vision for the use of data-based decision-making by promoting individual analysis of student progression ensuring that educators are implementing the district's progress monitoring plan accessible through the K-12 curriculum link of the webpage.
2. Ensure the VCS Problem Solving Process is implemented to identify, analyze, and address individual student needs. Teacher and Guidance will review the students' academic and behavioral history to determine appropriate classroom interventions and document responses to Intervention.
3. Provide collaborative professional development agendas to help teachers: develop school-wide instructional strategies, horizontally and vertically plan, and learn which instructional strategies yield the most gain. For example, our School Psychologist will provide/facilitate training on skill building and understanding of the components of PS/Rtl. District Specialists will visit our school site and work directly with department leaders to support the school's infusion of reading and writing within each subject area.
4. Communicate with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.
5. Work with coaches on supporting the implementation of Kagan Strategies, ACHIEVE, Rigor and Relevance and Thinking Maps in the classroom.

2. 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.

Our leadership team identifies systematic, instructional, and student needs. Our response to intervention addresses individual, as well as class, grade-level and school wide issues. School wide structures have been established to increase teacher/administration collaboration, development, and

individual student analysis. Twice a quarter, school counselors, academic coaches, intervention teachers, and administration review each student's individual progress by grade level. School counselors have formulated a detailed spreadsheet that include an analysis of early warning systems to further support individual needs. These needs are then tiered and addressed by need. Our Problem Solving Team and IEP Review process allow students' needs to be fully analyzed and reviewed by parents, teachers, and specialists.

During each PST and IEP review represented members may include: the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes.

The school's leadership team will focus PS/Rtl 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 students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Eduphoria is another avenue in which the leadership can analyze student progression in individual standards based on district interim assessments and state mandated tests.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I:

- Math Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach math to all students.
- Writing Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach writing to all students.
- * Science Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach science to all students.
- Math Intervention Teacher to provide interventions for students in need via a push-in/pull-out model
- Academic Coach for the purpose of assisting teachers in any department in the areas of classroom management, student engagement strategies and appropriate methods of assessment.
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of district interim assessment data
- Collaboration time for departments to complete Learning Walks.

Title I, Part C- Migrant:

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

- Academic Assistance through credit accrual/recovery, tutoring, and summer school

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

Title I, Part D:

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

Title II:

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

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 monitor the progress of ELL students to identify specific needs, as well as targeted interventions and enrichments that 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.

Violence Prevention Programs:

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

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

Deltona Middle School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health lessons through PE classes

Housing Programs:

N/A

Head Start:

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education:

N/A

Career and Technical Education:

DELTONA MIDDLE SCHOOL offers classes in agriculture, art, business, and technology

DELTONA MIDDLE SCHOOL offers students career awareness opportunities through Jr.

Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business, academies (STEM, Performing Arts and AgriScience) and industry locations.

The school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA. This year Deltona Middle has three academies: STEM for 6th and 7th graders, Performing Arts Academy for 7th and 8th graders and an AgriScience Academy for 8th graders. Teachers in each academy collaborate regularly to integrate instruction in their academy area.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kyle Schicker	Teacher
Inge, Richard	Principal
Alicea Acevedo, Brunilda	Education Support Employee
Hill, Carol	Parent
Kruid, Danielle	Parent
Mayes, Jerald	Business/Community
Penn, Steven	Parent
Potter-Whiting, Carey	Teacher
Toney, Diana	Parent
Marci Hair	Parent
Douglas Hair	Teacher
Zane Hair	Student
Shelley Welsh	Parent
Jackie Bynum	Teacher
Evelyn Robinson	Teacher
Natalie Penn	Student
Briahna Martin	Student
Linda Nigro	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

One of our goal's last year was that more parents would become involved in school-wide academic initiatives through increased communication. We felt this goal was achieved as the surveys indicated parents felt communication was increased and they appreciated the new initiatives. We still are aware that progress needs to continue with our lower quartile students. Gains were not made in all areas like we anticipated. However, the trend is in the correct direction. Therefore, we will continue moving forward, but will make school wide adjustments to add more rigor towards continuous improvements. Another goal was to increase student engagement through research based strategies, like Kagan techniques. Our SAC was able to provide a few teachers with extra Kagan resources specific to their discipline.

b. Development of this school improvement plan

The primary function of the School Advisory Council at Deltona Middle School is to assist with the development and monitoring of our School Improvement Plan. A portion of our first meeting in September was devoted to a discussion of the data which was generated by the Florida Department of Education. An analysis of District, State, and School FSA performance levels was identified and compared to pre-established Annual Measured Outcomes. Members are encouraged to study the trends and school wide data. Members have the opportunity to review the ongoing writing of the school improvement plan and are encouraged to provide feedback; which may be incorporated into the School Improvement Plan. In lieu of another September meeting we have given our SAC members view access to our plan as we complete it so that they may generate a discussion and question the process (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings during the year will include departmental and school wide requests for School Improvement funding which directly support the school improvement plan. On September 6, 2016, a presentation was made to the members regarding the premise of the school improvement goals. During March, the School Advisory Council meeting will include a mid-year update on the plan's progression. The SAC will take a close look at the school budgeting process at our May meeting.

c. Preparation of the school's annual budget and plan

For the current school year, the SAC team will prioritize school wide needs based on school data. Departments and teachers will have access to funds through an approval process. The funds should be utilized to support all students' growth while addressing cross curriculum targets.

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

Last school year, 2015-2016, the School Advisory Council ended with a 3455.34 balance. The school advisory council agreed to allocate a special "reserve" of money to assist teachers and staff with purchase of supplies (up to \$50 and pending whether there was another outlet for the supplies). 19 teachers took advantage of this decision made by SAC, costing the account \$950. SAC gave \$250 to the seventh grade reading team last year in order to purchase more engaging texts. SAC gave \$100 to the ESOL team in order to label ESOL dictionaries for efficient use by students. SAC gave a sixth science class eight bacteria growing kits to engage students in a visual/hands on manner. SAC gave the eighth grade language arts team \$215 to purchase new engaging texts for their students. SAC gave the business technology class room \$389 for the purchase of keyboard typing tutor covers. SAC gave the reading team at Deltona Middle \$545 to purchase READY FLORIDA RESOURCES to increase resource bank on enrichment and intervention ideas. SAC's biggest contribution was to the school's media center, allocating \$1370 to purchase new books and novels that are in high student demand across all grade levels.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Seidel, Susan	Assistant Principal
Inge, Rick	Principal
Pearce, Jonathan	Assistant Principal
Potter-Whiting, Carey	Instructional Coach
Bynum, Jackie	Instructional Coach
Rheinheimer, Julie	Instructional Coach
crowther, tanya	Instructional Coach
evans, kaitlyn	Instructional Coach
Flannery, Theresa	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The leadership literacy team promotes literacy within the school by incorporating WICOR systematically by department throughout the school. Training has been established and common language incorporated so that transitions are made simple for students. The leadership literacy team collaborates to implement Writing, Inquiry, Collaboration, Organization, and Rigor into classrooms through text based materials.

The leadership literacy team is also responsible for coordinating department initiatives so that interdepartmental activities can occur which builds capacity and vertical scaffolding. We utilize newspapers and weekly readers throughout departments that are colorful, current journals for students to read and mark. These texts allow students to elaborate real world and have extended discussions that are relevant to current events.

Our media center has become an integral part of our literacy initiatives. Each department had training to support literacy within their curriculum sequence. In science, students have gone into the media center and received lessons from the media specialist regarding Proquest and learned how to research for their science fair projects. For our reading classes, the media specialist provided tours to students that showcased how books are readily available and aligned with units they are studying in class. Through language arts classes, students learned how to access Vportal in the media center. Each student knows how to check out books and are welcome to the media center during lunch. In addition, starting in November we will have extended Media hours after school with free tutoring for students.

D. Public and Collaborative Teaching

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

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

We have 22 teachers who are new to Deltona Middle School (DMS). The new teachers were welcomed to Deltona Middle School on August 3, 2016. During this celebration, each new teacher received a tote bag filled with supplies, lesson plan book, DMS tee shirt, teaching schedule, and informative school packet. The teachers were given a tour of the school, keys to their classroom, and individual guidance by veteran teachers who volunteered to welcome teachers to our school. The academic coaches were also available to provide the new teachers with curriculum maps and teaching materials.

By department, our math, science, language arts, and reading departments have an academic coach who help their respective departments. Each coach is responsible for professional development planning, instruction including ACHIEVE, Rigor/Relevance Quadrants, Kagan grouping, curriculum pacing and sequencing, common assessments, and maintaining the fidelity of implementation regarding remediation, accommodations, and enrichment of students. Our history and elective departments have department chairs who lead the way for their department who also lead the charge in the same initiatives.

As a school, our teachers have common planning by subject area so teachers can meet in small groups and receive time to horizontally plan and support one another. Each month teachers submit their lesson plans to their evaluators, who give them feedback regarding planning expectations.

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

Applicants for positions at Deltona Middle School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, and reference checks. Principal and Administrators provide detailed information regarding teaching philosophy, school demographics, culture and climate, as well as expectations during the interview process. Prospective applicants are given a campus tour to familiarize them with the environment, classrooms, and facilities used on a daily basis.

Teachers will participate in the implementation the Florida Standards as an effort to increase student achievement and to produce college ready students. Teachers have the opportunity to serve on our School Advisory Council, along with attending various Professional Development opportunities to expand our school in its entirety. These professional development activities include formative assessment training, VSET training, Florida Standards Implementation Trainings, ACHIEVE, Learning Targets, Quadrants and Kagan. We have a representative attend our Teacher Advisory Council meetings held by the district office. 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.

Potential teacher candidates are encouraged to collaborate with subject area department chair(s) to gain awareness of teaching, Principal, Administrators, assignment, departmental goals, available teacher materials, and school wide policies and procedures Participation in District Job Fair and Recruitment Activities.

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

The Writing, Reading, and Math Coaches hold new teacher meetings before school to train teachers on school specifics items and needs. During this time, new teachers are encouraged to ask questions and request assistance. Academic Coaches are expected to model, plan, and intervene when necessary.

The new teachers were strategically housed within their specific grade levels to increase grade level and

subject area collaboration. This includes instructional strategies as well as interventions that are successful for individual learners. Our teachers also have access to intervention specialists who work with students who are struggling. This also creates an atmosphere for professional collaboration. Our administrative team utilizes the first quarter of the school year to praise positive teacher practices as well as provide constructive feedback regarding areas that need developing.

Teachers who are in their second year of teachers have been paired with teacher mentors. The teacher mentors have demonstrated school leadership qualities throughout the years.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Volusia County Schools' core curriculum is paced and sequenced through district curriculum maps. In addition our classroom teachers are provided with textbooks and quarterly district assessments that correlate to Florida standards. Teachers are held accountable for giving students assessments which keep students at all schools across the district exposed to common test complexity levels.

At Deltona Middle School, we are fortunate that our coaches receive an extensive amount of training on the use of the curriculum map, resources, and instructional strategies to implement all three. The coaches are also situated near one another on campus so that they can collaborate inter-departmentally.

b. Instructional Strategies

1. 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.

Students are monitored in a multiple ways with previous and present data. 2015-16 FSA data was used to determine current class placement, with previous school year's grades as another and after school tutoring (STAR) /in class intervention-Title I remedial servicing. Our Title I funding has afforded 1 math intervention teacher to focus solely on lower quartile students within the school day in 8th grade.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

School-wide tutoring is structured to include intensive intervention for struggling students and increases in rigor by allowing extended enrichment opportunities for quick learners. Our intensive intervention students are monitored on a regular basis throughout professional learning community meetings within departments, literacy team meetings, the problem solving team process, and guidance meetings.

Our school offers STAR state-funded tutoring for students with a level 1 in reading and/or math (2015-2016) and low grade averages for the 2015-2016 year.

Strategy Rationale

The students are monitored on an individual basis and are evaluated comprehensively to determine placement, disabilities/strengths, and accommodations required to meet students needs. Students are tiered in classes more appropriate for their learning style and also aligned with additional instructional time after school. Our tutoring program is offered by certified teachers who tutor students in pairs. Students are given instruction via a self paced computer module that re-emphasizes skills and concepts until proficiency.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Inge, Rick, rringe@volusia.k12.fl.us

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

STAR data is collected through diagnostic testing using I-Ready software. The student then receives 30 hours of tutoring while his or her success is tracked through the I-Ready software.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Student schedules are built based upon academic needs and the supported by those needs. Adults and programs are curtailed to satisfy those needs. Therefore, students with similar needs are grouped together (toggled) and sections are determined based on the numbers needed. Depending on the type of program it is- that cohort group can move together throughout the day so that they have the same teachers we provides greater commonality and structure for the structure for the students. With our ESOL students, those students move as a group and have the support of a paraprofessional in their core subjects who ensures accommodations are being made and their class sizes are smaller. Our ESE students have annual meetings as they transition grade levels to consider placement decisions. To transition into highschool, we bring administration/counselors from the matruclant high schools to help our teachers recommend courses accurately.

b. College and Career Readiness

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

Middle school students are exposed to college and career awareness through planning sessions provided by our guidance counselors, district fairs, partnering schools, and local community speakers. The school offers students elective courses in agriculture, art, business, technology, PE, band, orchestra, and peer counseling. Parents and students are informed about each of these elective course offerings and select which they'd like to consider for the upcoming school year.

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

Our career and Technical education programs include Introduction to Technology in which our eighth grade students can receive a high school credit for. Our technology courses have been upgraded by PITSCO STEM labs over the summer and have all new self paced software modules for students to utilize. In addition, students are exposed to our Agriculture program. Students in the technology courses are able to earn Microsoft office industry certifications upon successful completion of assessment.

We invite the high school academy leaders to come and share with our eighth grade students.

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

Our Career and Technical education collaborate with core education teachers when possible. Our technology classes are helpful with teaching students how to search and utilize resources in an effort to support and document references. In addition, our career and technical education courses are able to integrate reading and writing strategies when applicable. All of these areas integrated tends to make learning more relevant and applicable to real world scenarios for our students. The agriscience academy teachers meet at a bi-weekly level in order to establish planning and share their current topics to target cross discipline lessons.

4. 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.

Strategies have been implemented to prepare our students for postsecondary level including:

- Career Academies
- Technical Education Courses
- College Expo
- Parent Informational Nights
- College Visits
- High School Showcase

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Our data shows we are not taking advantage of our Microsoft Acceleration possible points and both our ELA and MATH Low gains

In comparison to the prior mentioned topics, our stronger areas are our ELA gains, math gains, ELA achieve, and Math achieve.

Our areas that fall in the middle but require attention are SS Achieve and Science achievement (slightly higher focus on science achievement)

B. 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.

At our school, math and ELA are our focus. Roughly 60% of our incoming sixth graders come to us as Level 1 or 2 kids, in both math and/or ELA. Because Math and ELA equate to six of the nine school grade calculation cells, it is understandable why our low achievement in these areas are a focus. We did quite well the past two years regarding acceleration. In fact, we had one of the highest acceleration points total in the districts among middle schools. The Microsoft points last year were exceptional, with (I believe) 27 out of 27 students earning that recognition. Remember, the Microsoft acceleration points do not get calculated in to the current year's grade, but rather "lag" and are calculated into next year's report. So, what you saw for 15-16 school grade regarding Microsoft ICE was a result of our efforts in 14-15.

Science score last year was a huge disappointment. It was a result of one teacher having pathetic level 3 and higher results. We have since replaced that teacher with a highly qualified 8th grade science teacher.

Our social studies (SS) scores increased respectfully over the prior year. I believe once we get the ELA (reading/writing) achievement up, the Civics SS results will also increase because that is basically a reading exam using social studies content.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we incorporate research-based strategies that are focused on rigor and the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If we incorporate research-based strategies that are focused on rigor and the instructional shifts, then student achievement will increase. **1a**

G082976

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	49.0
Math Lowest 25% Gains	42.0
FSA Mathematics Achievement	49.0
Civics EOC Pass	64.0
School Grade - Percentage of Points Earned	54.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Lowest 25% Gains	49.0
Algebra I EOC Pass Rate	97.0
Math Gains	56.0
Geometry EOC Pass Rate	97.0
ELA/Reading Gains	56.0

Targeted Barriers to Achieving the Goal **3**

- Professional Learning Opportunities - classroom management, data analysis and questioning and discussion techniques

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Title 1 funding
- ACHIEVE Training
- Coaches – 5 (Science, Math, Reading, LA and Academic)
- Math Intervention teacher
- Supportive administrative staff
- Continuation of Intensive Math classes
- Common planning
- ERPD
- District Liaison
- Book Study (What Great Teachers Do Differently)
- Tutoring (STAR and ESOL)

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Susan Seidel

Schedule

On 10/31/2016

Evidence of Completion

SIP progress monitoring meeting minutes and sign in sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid Year Review

Person Responsible

Rick Inge

Schedule

On 2/28/2017

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Rick Inge

Schedule

On 7/13/2017

Evidence of Completion

Step Zero for 2017-18 SIP

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 incorporate research-based strategies that are focused on rigor and the instructional shifts, then student achievement will increase. **1**

 G082976

G1.B1 Professional Learning Opportunities - classroom management, data analysis and questioning and discussion techniques **2**

 B219980

G1.B1.S1 Develop knowledge and skills of the instructional shifts, as they relate to engagement strategies, classroom management and assessments. **4**

 S232252

Strategy Rationale

Learning Walk Data; End of year teacher survey; Kagan, Thinking Maps will allow for more rigor

Action Step 1 **5**

Provide PL for classroom management.

Person Responsible

Susan Seidel

Schedule

Quarterly, from 7/18/2016 to 6/1/2017

Evidence of Completion

walk throughs, learning walks, implementation and evaluation guides

Action Step 2 **5**

Provide PL for engagement strategies.

Person Responsible

Susan Seidel

Schedule

Quarterly, from 8/8/2016 to 6/1/2017

Evidence of Completion

walk throughs, learning walks, implementation and evaluation guides

Action Step 3 5

Develop highly effective PLCs to improve knowledge and implementation of data analysis in data room monthly.

Person Responsible

Susan Seidel

Schedule

Monthly, from 9/18/2016 to 6/1/2017

Evidence of Completion

observation of weekly PLCs

Action Step 4 5

Provide PL on questioning and discussion techniques.

Person Responsible

Schedule

Quarterly, from 9/18/2016 to 6/1/2017

Evidence of Completion

walk throughs, learning walks, implementation and evaluation guides

Action Step 5 5

Monitor and provide feedback and coaching as needed for each PL.

Person Responsible

Schedule

Quarterly, from 9/18/2016 to 6/1/2017

Evidence of Completion

walk throughs, learning walks, implementation and evaluation guides

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

Complete Learning Walk

Person Responsible

Rick Inge

Schedule

Semiannually, from 9/1/2016 to 6/1/2017

Evidence of Completion

Learning Walks Data report and PLC discussion

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

Touch base with coaches and facilitators to determine the status of the PL plans.

Person Responsible

Rick Inge

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Walk Throughs, coaching cycles, samples of student work

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

Coach provides follow up support to ensure implementation of the instructional shifts.

Person Responsible

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Data chats, coaching plan and reports

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

Administrators conduct data walks and discussions

Person Responsible

Rick Inge

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Data Grids and collection reports, samples of student work

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

Determine status towards completing action steps 1-6

Person Responsible

Rick Inge

Schedule

On 6/1/2017

Evidence of Completion

SLT minutes

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

Discuss the effectiveness of creating and implementing the professional learning plan and analyze collected data at monthly SLT meetings.

Person Responsible

Rick Inge

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Data chats, walk throughs, observational notes, lesson plans, SLT minutes, PLC minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M300833	SIP Progress Monitoring Meeting	Seidel, Susan	9/1/2016	SIP progress monitoring meeting minutes and sign in sheet	10/31/2016 one-time
G1.MA2 M300834	SIP Mid Year Review	Inge, Rick	1/4/2017	Midyear review in CIMS	2/28/2017 one-time
G1.B1.S1.MA1 M300827	Discuss the effectiveness of creating and implementing the professional learning plan and analyze...	Inge, Rick	9/1/2016	Data chats, walk throughs, observational notes, lesson plans, SLT minutes, PLC minutes	6/1/2017 monthly
G1.B1.S1.MA1 M300828	Complete Learning Walk	Inge, Rick	9/1/2016	Learning Walks Data report and PLC discussion	6/1/2017 semiannually
G1.B1.S1.MA2 M300829	Touch base with coaches and facilitators to determine the status of the PL plans.	Inge, Rick	9/1/2016	Walk Throughs, coaching cycles, samples of student work	6/1/2017 quarterly
G1.B1.S1.MA3 M300830	Coach provides follow up support to ensure implementation of the instructional shifts.		9/1/2016	Data chats, coaching plan and reports	6/1/2017 quarterly
G1.B1.S1.MA4 M300831	Administrators conduct data walks and discussions	Inge, Rick	9/1/2016	Data Grids and collection reports, samples of student work	6/1/2017 quarterly
G1.B1.S1.MA5 M300832	Determine status towards completing action steps 1-6	Inge, Rick	9/1/2016	SLT minutes	6/1/2017 one-time
G1.B1.S1.A1 A297160	Provide PL for classroom management.	Seidel, Susan	7/18/2016	walk throughs, learning walks, implementation and evaluation guides	6/1/2017 quarterly
G1.B1.S1.A2 A297161	Provide PL for engagement strategies.	Seidel, Susan	8/8/2016	walk throughs, learning walks, implementation and evaluation guides	6/1/2017 quarterly
G1.B1.S1.A3 A297162	Develop highly effective PLCs to improve knowledge and implementation of data analysis in data room...	Seidel, Susan	9/18/2016	observation of weekly PLCs	6/1/2017 monthly
G1.B1.S1.A4 A297163	Provide PL on questioning and discussion techniques.		9/18/2016	walk throughs, learning walks, implementation and evaluation guides	6/1/2017 quarterly
G1.B1.S1.A5 A297164	Monitor and provide feedback and coaching as needed for each PL.		9/18/2016	walk throughs, learning walks, implementation and evaluation guides	6/1/2017 quarterly
G1.MA3 M300835	State Assessment Results	Inge, Rick	4/3/2017	Step Zero for 2017-18 SIP	7/13/2017 one-time

V. Professional Development Opportunities

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

G1. If we incorporate research-based strategies that are focused on rigor and the instructional shifts, then student achievement will increase.

G1.B1 Professional Learning Opportunities - classroom management, data analysis and questioning and discussion techniques

G1.B1.S1 Develop knowledge and skills of the instructional shifts, as they relate to engagement strategies, classroom management and assessments.

PD Opportunity 1

Provide PL for classroom management.

Facilitator

Jackie Bynum

Participants

Teachers

Schedule

Quarterly, from 7/18/2016 to 6/1/2017

PD Opportunity 2

Provide PL for engagement strategies.

Facilitator

Coaches/administration

Participants

teachers

Schedule

Quarterly, from 8/8/2016 to 6/1/2017

PD Opportunity 3

Provide PL on questioning and discussion techniques.

Facilitator

coachers/administration

Participants

teachers

Schedule

Quarterly, from 9/18/2016 to 6/1/2017

VI. Technical Assistance Items

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

G1. If we incorporate research-based strategies that are focused on rigor and the instructional shifts, then student achievement will increase.

G1.B1 Professional Learning Opportunities - classroom management, data analysis and questioning and discussion techniques

G1.B1.S1 Develop knowledge and skills of the instructional shifts, as they relate to engagement strategies, classroom management and assessments.

TA Opportunity 1

Develop highly effective PLCs to improve knowledge and implementation of data analysis in data room monthly.

Facilitator

coaches/administration

Participants

teachers, coaches, administration

Schedule

Monthly, from 9/18/2016 to 6/1/2017

VII. Budget

1	G1.B1.S1.A1	Provide PL for classroom management.	\$0.00
2	G1.B1.S1.A2	Provide PL for engagement strategies.	\$0.00
3	G1.B1.S1.A3	Develop highly effective PLCs to improve knowledge and implementation of data analysis in data room monthly.	\$0.00
4	G1.B1.S1.A4	Provide PL on questioning and discussion techniques.	\$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and coaching as needed for each PL.	\$0.00
Total:			\$0.00