Deland Middle School

2016-17 Schoolwide Improvement Plan

Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

http://myvolusiaschools.org/school/deland/pages/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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.

Table of Contents

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 Deland 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.

If DeLand Middle implements standards-based instruction, aligned with the shifts, focusing on student engagement while implementing the use of CHAMPS schoolwide, then we will improve student achievement across the content areas.

b. Provide the school's vision statement.

Developing a shared vision that guides students in creating a positive school culture.

2. School Environment

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

Each year the school hosts an incoming 6th grade information session to introduce our new students to the school and curricular offerings . This event is followed by articulation meetings conducted by the guidance department and designated lead teachers at each feeder school to help facilitate a smooth transition from elementary to middle school.

Where Everyone Belongs (WEB)- Prior to the start of the year sixth graders are invited to participate in WEB; 8th graders in school leadership roles lead the incoming sixth graders to participate in team-building activities, a campus tour and introduction to key personnel on campus in preparation for the start of the new school year.

Last year, we implemented Check and Connect, a national mentoring program (a drop out prevention program) and we will continue it this year. Many of our teachers and staff members have chosen one of more students (from our EWS report) to mentor on a weekly basis. The mentors will work on building relationships with their mentees, checking in weekly, offering to help with school work and be a willing listener for students who might need a committed adult at school.

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

Students who arrive on campus before the first bell have a designated, supervised location to report to each morning: sixth and seventh grade report to the gym, eighth grade reports to the cafeteria patio.

School leadership along with campus advisors and select teachers, provide effective monitoring of the campus throughout the school day (before and after school and during each class change). Through this visibility, the students have access to adults to express any concerns.

In addition, we have a "What's On Your Mind" box in the Media Center, for students to anonymously report any concerns or issues that they would like addressed. This box is monitored by our sixth grade guidance counselor.

Our teachers teach anti-bullying/character education lessons for all of our weekly homeroom classes throughout our school. These lessons are designed by our guidance department.

This year our district has gone to requiring school uniforms and this has "leveled" the playing field for all of our students.

Counselors have provided request forms to teachers so they can schedule appointments.

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.

There is a specific tardy policy that is in place to ensure students get to class on time. Teachers are requested to hold students for the first and last ten minutes of class (to minimize distractions) before allowing bathroom visits.

All of our teachers are trained in CHAMPS and we have implemented school- wide policies and procedures, Including CHAMPING it out before transitions in class and GIVE ME FIVE. Students may not have their technology out between 8:50AM and 3:41PM., unless the teacher is having a BYOT lesson that day.

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.

District support is solicited for areas of concern.

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.

Our grade level counselors are our first line of defense when students have social or emotional needs in school. They also have the ability to refer to community outreach organizations.

We have a representative of The House Next Door on campus, she serves 30 students with emotional or behavioral needs. She meets with these students weekly, and on an as needed basis.

In addition, students meet weekly in homeroom where teachers address topics such as: teasing, violence, drugs, alcohol, anti-bullying, etc.

The Principal holds a Principal's Planning Session to discuss academics, behavioral plans, Early Warning Systems data and goals.

This year, many of our teachers and staff members have chosen one of more students (from our EWS report) to mentor on a weekly basis through Check and Connect. The mentors will work on building relationships with their mentees, checking in weekly, offering to help with school work and be a willing listener for students who might need a committed adult at school.

3. 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).

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

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

* Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions
* Year to date suspensions (at risk if 1 or more) including in school or out of school
* Course failure in ELA or math
* Level 1 score on the statewide, standardized assessment in ELA or Math

Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a meeting at the school.

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	10	28	15	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	15	6	2	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	22	49	36	0	0	0	0	107

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	24	54	38	0	0	0	0	116

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 report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g.attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities 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. 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 school through 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.

This year, many of our teachers and staff members have chosen one of more students (from our EWS report) to mentor on a weekly basis through Check and Connect.The mentors will work on building relationships with their mentees, checking in weekly, offering to help with school work and be a willing listener for students who might need a committed adult at school.

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

We communicate with parents using Connect Ed, our school website, the marquee and the Terrier Tattler. We have SAC meetings on a monthly basis. We also have an active PTA. Our Media Specialist maintains our school website. The school's mission statement is on any communication that is provided by the school (SAC agendas, etc.) We don't receive any Title One funds. We have a new band teacher and in order to build our program we have met with parents and families, many parents have pledged their support.The ESE administrator has created positive referrals this year for our ESE students and he makes weekly phone calls home congratulating parents on their students' succsesses.

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.

Our Volunteer Coordinator builds partnerships with local business and community members. They provide incentives for student recognition. We have a community member serve on our School Advisory Committee.
At the beginning of the school year, our ESE administrator met with about 70 parents and discussed the need for business partners.

C. 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).

1. School Leadership Team

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

Name	Title
Dunnigan, William	Principal
Farajallah, Sabra	Assistant Principal
Goddard, Brian	Assistant Principal
Lapinsky, Patricia	Instructional Coach
Calderon, Bolivar	Teacher, K-12
DiMuro, Pete	Teacher, K-12
Kohlier, Gayle	Teacher, K-12
Iorio, Greg	Teacher, K-12
Johnson, Amber	Teacher, K-12
Mann, Elizabeth	Instructional Media
Mitchell, LaTonya	Assistant Principal
DeLoughery, Alicia	Teacher, K-12

b. Duties

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

The school-based leadership team identifies school based 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 Team, 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 is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT 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.

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.

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

Instructional resources include staff development developed and provided by our district and our school's leadership team. Teachers have common planning periods and meet in weekly PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

We do not have Title One funds, our leadership team (with the addition of a teacher) serves as our

Budget Committee, and as such, appropriates the funds we are provided by the district. The Budget Committee only meets a few times a year.

The last couple of years, we have been provided SAC funds. Teachers can request funds that will support
our School Improvement Plan Goal and improve their classroom instruction. Such items have included: interactive projectors, white boards, document cameras and attending a Ron Clark workshop in Atlanta. Thus far this school year, we have not received any additional SAC funds.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cassandra Adams	Education Support Employee
Tracy Earley	Parent
Monica Hart	Parent
Patricia Lapinsky	Teacher
Bill Dunnigan	Principal
Jill Boyington	Parent
Mary Hoffmann	Business/Community
Leann Strickland	Parent
Sabra Farajallah	Teacher
Megan Boyington	Student
Lisa Detter	Parent
Jeremy Wolcott	Parent

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met in May to disaggregate our data and consider trends. In June, we attended a district School Leadership Team event which included a Data session. Both of these events allowed the leadership team to evaluate our plan for 2016-2017 and to build our plan and goal for the coming school year.

In May, our school leadership team shared results with the faculty, as well as the School Advisory Council to receive input for the following years plan.

b. Development of this school improvement plan

Our SAC was instrumental in the development and approval of our SIP in 2016-2017. They were initially given draft copies of the plan, goals and strategies were discussed and they approved the final plan. We also gathered input from all stakeholders. This was communicated through a Connect Ed phone call to each student's home, it was also advertised on our school marquee and school

website.SAC members were presented with data from all departments through a SAC meeting. We gathered input from all members in the development of the plan.

c. 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 SAC budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. This past school year we allocated funds toward two teachers visiting the Ron Clark school in Atlanta, purchased an interactive projector for a teacher and purchased headphones for testing. We also paid a teacher to hold Algebra camp for students to review before their EOC exam.

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
Pearce, Elizabeth	Instructional Coach
Calderon, Bolivar	Teacher, K-12
DiMuro, Pete	Teacher, K-12
Dunnigan, William	Principal
Farajallah, Sabra	Assistant Principal
Goddard, Brian	Assistant Principal
Kohlier, Gayle	Teacher, K-12
Lapinsky, Patricia	Instructional Coach
Mann, Elizabeth	Teacher, K-12
Iorio, Greg	Teacher, K-12
Johnson, Amber	Teacher, K-12
Mitchell, LaTonya	Assistant Principal
DeLoughery, Alicia	Teacher, K-12

b. Duties

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

Reading and writing strategies will be implemented across the content curriculum in order to ensure the academic success of all students. These strategies include: the SLAM strategy, TWIST and SIFT strategies (specific to ELA), close reading, text based questions, academic vocabulary and differentiated instruction within the gradual release model..

All content area teachers have been trained in the ELA Shifts, in order to build capacity in classrooms.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These are offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic book fair in September. The LLT will also support the District Literacy Fair through student projects, contests and sponsoring activities the day of the fair. Our school hosts the District Literacy Fair.In January, we celebrate Literacy Week with a variety of activities such as: guest readers, "Guess Who's Reading...", etc.The LLT supports and facilitates the Scripps school wide spelling bee each February.Three of our reading teachers are sponsoring a Battle of the Books team, meeting during lunch to read specific books and write questions in preparation for the Battle with other middle schools.

The district has provided a writing regional resource teacher who visits periodically to help with teacher training, curriculum matters and professional assistance to the teachers and Literacy Coach.

D. 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).

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

Professional Learning Communities (PLCs), data review sessions (DRS) and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Additionally, department meetings are held monthly to allow discussion across grade levels, professional development on effective strategies and additional time to look at assessments and data.

Data review sessions are conducted departmentally to identify trends and develop instructional strategies to meet the varying needs of the students population served.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. The coaches work side by side with teachers to enhance instruction.

2. 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
2. Leadership Opportunities (Administration)
3. Professional Learning (ERPL)
4. PLC Activities (PLCs)

5. Participation in District Job Fair and Recruitment Activities (Administration)
6. CHAMPS and CHAMPS coaching

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

Teachers at our school who are brand new to teaching and teach a core subject are provided a Peer Assistance Review (PAR) teacher and PAR evaluator by the district. PAR's meet with the teachers on a bi-monthly basis; observing, evaluating, mentoring, etc. In addition, the Reading Coach and Math Coach also mentor the new teachers. We have instituted classroom visits for teachers who are new to our campus, they will visit a model classroom on campus, fill out a "Learning Walk Evaluation Form" and then debrief with a coach. All of our teachers plan collaboratively in weekly PLC's, which also provides support for a new teacher.
We have implemented school-wide CHAMPS training this school year during our ERPL (Early Release Professional Learning) time. DIstrict personnel have trained out teachers in the use of CHAMPS strategies to use in classrooms. A couple times a year, district personnel and a school-based coach visit the classrooms of teachers to coach for CHAMPS strategies (only teachers who do not have a PAR).

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.

At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources and assessments.
This year, the district has taken the charge to ensure that all teachers are trained on the instructional shifts in English, Language Arts and Math. Teachers have been trained during ERPL's on the shifts, they have been provided Instructional Practice Guide and coaches and administrators use the IPG when visiting classrooms.
Professional Learning Communities (PLCs), coaching and administrative walk-throughs help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

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.

Weekly PLC meetings allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the academic day. Teachers, alongside instructional coaches created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from classroom teachers and para-professionals.When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that

promotes a sense of shared responsibility.

The use of instructional reviews and instructional coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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: 0

Teachers voluntarily offer tutoring before, during and after school.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dunnigan, William, wrdunnig@volusia.k12.fl.us

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

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

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. § 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.

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.

In addition, we work with the high school in our feeder pattern to assist outgoing 8th grade students with their transition to high school. High school personnel visit our campus to provide information about student academics and activities as well as to assist with high school registration. Our eighth graders are also invited to participate in VCS High School Showcase where they can learn about what each high school in our district has to offer (academies, etc.).

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.

The school offers students elective courses in art, business,technology and career study. The Guidance Counselor presents course options to the students each spring, they bring the paperwork home to their parents so that the entire family is included in the decision making process.

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

Inform students of the relationship between school and their future, middle school credits, high school requirements, college entrance requirements. We teach students school success skills. The courses we offer include: technology, business, family and consumer economics, and agriculture.

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

The 8th grade Guidance Counselor works with the students on a computer based program to plan and select high school courses and career opportunities. Our technology teacher uses the Pitsco Synergy program with students to integrate math, science and engineering with technology. All our elective teachers integrate reading and writing strategies within their curriculum.

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

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"Â? 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.

C. Strategic Goals

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School Improvement Goals

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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 DeLand Middle implements standards-based instruction aligned with the shifts, focusing on student engagement while implementing the use of CHAMPS schoolwide, then we will improve student achievement across the content areas.

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 DeLand Middle implements standards-based instruction aligned with the shifts, focusing on student engagement while implementing the use of CHAMPS schoolwide, then we will improve student achievement across the content areas. 1a

🔑 G083426

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	91.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	49.0
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	66.0

Targeted Barriers to Achieving the Goal 3

- Lack of staff development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, Professional Development, District personnel, Literacy Coach, Math Coach, websites,curriculum maps, District Assessments, SAC funds

Plan to Monitor Progress Toward G1. 8

All student assessment data and grades will be monitored throughout the school year to ensure that the high quality engagement strategies/CHAMPS and increased rigor are resulting in increased student achievement.

Person Responsible

William Dunnigan

Schedule

Monthly, from 8/30/2016 to 5/26/2017

Evidence of Completion

all classroom and district assessments: DIA's, VLT's, formatives, summatives, and state assessments: FSA's, EOC's

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 DeLand Middle implements standards-based instruction aligned with the shifts, focusing on student engagement while implementing the use of CHAMPS schoolwide, then we will improve student achievement across the content areas. 1

🔑 G083426

G1.B1 Lack of staff development 2

🔑 B221211

G1.B1.S1 All teachers will participate in high quality professional development. 4

🔑 S233501

Strategy Rationale

Teachers need to increase student engagement in their classrooms so their students are successful academically. Keeping in mind the key shifts from the previous standards to the current standards is necessary so our students meet with success.

Action Step 1 5

Teachers will participate in CHAMPS Training

Person Responsible

LaTonya Mitchell

Schedule

On 8/31/2016

Evidence of Completion

PLIE form and PD sign in

Action Step 2 5

School and classroom visits by district personnel

Person Responsible

William Dunnigan

Schedule

Semiannually, from 9/27/2016 to 5/26/2017

Evidence of Completion

Learning walks using Instructional Practice Guides (IPG's) looking for increased rigor and evidence of the shifts within classroom lessons

Action Step 3 `5`

District Specialists will meet with the related department during an ERPL to analyze data and review the instructional shifts expected during classroom lessons.

Person Responsible

LaTonya Mitchell

Schedule

On 9/7/2016

Evidence of Completion

PLIE form, PD sign in sheet and evidence collected during classroom walk-throughs and observations.

Action Step 4 `5`

Teachers will participate in training on Best Practices connected to the shifts and data

Person Responsible

LaTonya Mitchell

Schedule

On 10/12/2016

Evidence of Completion

PLIE's and ERPL sign-in sheets

Action Step 5 `5`

Teachers will participate in training on high effect size strategies and engagement (research by J. Hattie)

Person Responsible

William Dunnigan

Schedule

On 11/9/2016

Evidence of Completion

PLIE forms and ERPL sign-in sheets

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

Administrators will monitor for high quality engagement strategies, use of CHAMPS and evidence of shifts during walk-throughs and evaluations.

Person Responsible

William Dunnigan

Schedule

Weekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Administrators will look for the engagement strategies and evidence of teachers employing the shifts that were taught in the ERPL opportunities. This will be recorded in the walk-through evidence that is entered into My PGS.

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

Instructional coach will monitor for high quality engagement strategies and evidence of shifts (increased rigor) during non-evaluative classroom visits.

Person Responsible

Patricia Lapinsky

Schedule

Weekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Anecdotal evidence will be collected at time of classroom visit and teachers will be coached on increasing engagement and/or rigor in the classroom.

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

PLIE forms

Person Responsible

LaTonya Mitchell

Schedule

Biweekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

PLIE forms will be monitored to ensure implementation of strategies/knowledge learned at the PD.

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

Walk-throughs looking for CHAMPS strategies within classroom climate.

Person Responsible

Patricia Lapinsky

Schedule

Semiannually, from 9/21/2016 to 5/26/2017

Evidence of Completion

CHAMPS instructor from the district, along with the Literacy Coach will visit classrooms looking for CHAMPS strategies within the classroom climate. These visits are to teachers who do not have a Peer Assistance Review teacher (PAR) assigned to them. Teachers will be coached on increasing the use of CHAMPS strategies within their classroom.

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

Administration will observe student engagement and increased rigor (due to implementing the shifts) during lessons while on walk-throughs and observations.

Person Responsible

William Dunnigan

Schedule

Weekly, from 8/25/2016 to 5/26/2017

Evidence of Completion

Anecdotal notes and evidence collected during lessons will be considered evidence, along with the teacher developed engagement rubric.

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

Instructional coaches will observe student engagement and increased rigor during lessons while on non-evaluative classroom visits.

Person Responsible

Patricia Lapinsky

Schedule

Weekly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Anecdotal notes will be taken during classroom visits and will serve as evidence.

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

District assessments will be monitored through leadership and departmental PLC's.

Person Responsible

William Dunnigan

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

District assessment data will be collated and disaggregated to observe trends and insure academic achievement.

G1.B1.S2 Teachers will have the opportunity to visit classrooms to observe high quality student engagement and lessons which include the increased rigor of the shifts. `4`

🔧 S233502

Strategy Rationale

Teachers will benefit from observing a peer using high quality engagement strategies and increased rigor.

Action Step 1 `5`

Teachers will have the opportunity to visit another classroom where a teacher is demonstrating high quality student engagement and increased rigor.

Person Responsible

Sabra Farajallah

Schedule

Monthly, from 8/30/2016 to 5/26/2017

Evidence of Completion

The teacher who goes to observe the high quality engagement and increased rigor will reflect in an exit statement on the classroom observed.

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

The exit slips will be collected.

Person Responsible

Sabra Farajallah

Schedule

Monthly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Exit slips will be collected and reviewed.

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

Teachers who observed model classrooms will debrief with the instructional coach

Person Responsible

Sabra Farajallah

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Follow up classroom visits will be made to ensure student engagements strategies and increased rigor are being implemented.

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

During Learning Walks admin, liasons and coaches will look for increased engagement and increased rigor within the lessons being taught.

Person Responsible

William Dunnigan

Schedule

Quarterly, from 8/30/2016 to 5/26/2017

Evidence of Completion

The teacher developed engagment rubric will be used to monitor effectiveness. The feedback will be disseminated to teachers during conferences, PLC's, and department meetings.

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.B1.S1.A1 🔑 A299382	Teachers will participate in CHAMPS Training	Mitchell, LaTonya	8/17/2016	PLIE form and PD sign in	8/31/2016 one-time
G1.B1.S1.A3 🔑 A299384	District Specialists will meet with the related department during an ERPL to analyze data and...	Mitchell, LaTonya	9/7/2016	PLIE form, PD sign in sheet and evidence collected during classroom walk-throughs and observations.	9/7/2016 one-time
G1.B1.S1.A4 🔑 A299385	Teachers will participate in training on Best Practices connected to the shifts and data	Mitchell, LaTonya	10/12/2016	PLIE's and ERPL sign-in sheets	10/12/2016 one-time
G1.B1.S1.A5 🔑 A299386	Teachers will participate in training on high effect size strategies and engagement (research by J....	Dunnigan, William	11/9/2016	PLIE forms and ERPL sign-in sheets	11/9/2016 one-time
G1.B1.S1.MA2 🔑 M303705	Instructional coach will monitor for high quality engagement strategies and evidence of shifts...	Lapinsky, Patricia	8/30/2016	Anecdotal evidence will be collected at time of classroom visit and teachers will be coached on increasing engagement and/or rigor in the classroom.	5/25/2017 weekly
G1.MA1 🔑 M303714	All student assessment data and grades will be monitored throughout the school year to ensure that...	Dunnigan, William	8/30/2016	all classroom and district assessments: DIA's, VLT's, formatives, summatives, and state assessments: FSA's, EOC's	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M303701	Administration will observe student engagement and increased rigor (due to implementing the shifts)...	Dunnigan, William	8/25/2016	Anecdotal notes and evidence collected during lessons will be considered evidence, along with the teacher developed engagement rubric.	5/26/2017 weekly
G1.B1.S1.MA4 🔑 M303702	Instructional coaches will observe student engagement and increased rigor during lessons while on...	Lapinsky, Patricia	8/30/2016	Anecdotal notes will be taken during classroom visits and will serve as evidence.	5/26/2017 weekly
G1.B1.S1.MA5 🔑 M303703	District assessments will be monitored through leadership and departmental PLC's.	Dunnigan, William	8/26/2016	District assessment data will be collated and disaggregated to observe trends and insure academic achievement.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M303704	Administrators will monitor for high quality engagement strategies, use of CHAMPS and evidence of...	Dunnigan, William	8/30/2016	Administrators will look for the engagement strategies and evidence of teachers employing the shifts that were taught in the ERPL opportunities. This will be recorded in the walk-through evidence that is entered into My PGS.	5/26/2017 weekly
G1.B1.S1.MA6 🔑 M303706	PLIE forms	Mitchell, LaTonya	8/30/2016	PLIE forms will be monitored to ensure implementation of strategies/knowledge learned at the PD.	5/26/2017 biweekly
G1.B1.S1.MA7 🔑 M303707	Walk-throughs looking for CHAMPS strategies within classroom climate.	Lapinsky, Patricia	9/21/2016	CHAMPS instructor from the district, along with the Literacy Coach will visit classrooms looking for CHAMPS strategies within the classroom climate. These visits are to teachers who do not have a Peer Assistance Review teacher (PAR) assigned to them. Teachers will be coached on increasing the use of CHAMPS strategies within their classroom.	5/26/2017 semiannually
G1.B1.S1.A2 🔑 A299383	School and classroom visits by district personnel	Dunnigan, William	9/27/2016	Learning walks using Instructional Practice Guides (IPG's) looking for increased rigor and evidence of the shifts within classroom lessons	5/26/2017 semiannually
G1.B1.S2.MA1 🔑 M303708	During Learning Walks admin, liasons and coaches will look for increased engagement and increased...	Dunnigan, William	8/30/2016	The teacher developed engagment rubric will be used to monitor effectiveness. The feedback will be disseminated to teachers during conferences, PLC's, and department meetings.	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 🔑 M303709	The exit slips will be collected.	Farajallah, Sabra	8/30/2016	Exit slips will be collected and reviewed.	5/26/2017 monthly
G1.B1.S2.MA3 🔑 M303710	Teachers who observed model classrooms will debrief with the instructional coach	Farajallah, Sabra	8/26/2016	Follow up classroom visits will be made to ensure student engagements strategies and increased rigor are being implemented.	5/26/2017 monthly
G1.B1.S2.A1 🔑 A299387	Teachers will have the opportunity to visit another classroom where a teacher is demonstrating high...	Farajallah, Sabra	8/30/2016	The teacher who goes to observe the high quality engagement and increased rigor will reflect in an exit statement on the classroom observed.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. If DeLand Middle implements standards-based instruction aligned with the shifts, focusing on student engagement while implementing the use of CHAMPS schoolwide, then we will improve student achievement across the content areas.

G1.B1 Lack of staff development

G1.B1.S1 All teachers will participate in high quality professional development.

PD Opportunity 1

Teachers will participate in CHAMPS Training

Facilitator

Milliken, Archer

Participants

All teachers on staff

Schedule

On 8/31/2016

PD Opportunity 2

District Specialists will meet with the related department during an ERPL to analyze data and review the instructional shifts expected during classroom lessons.

Facilitator

Blinn, Blinn, Milholland, Tweedy, MacDonald

Participants

All teachers

Schedule

On 9/7/2016

PD Opportunity 3

Teachers will participate in training on Best Practices connected to the shifts and data

Facilitator

Various department heads

Participants

All teachers

Schedule

On 10/12/2016

PD Opportunity 4

Teachers will participate in training on high effect size strategies and engagement (research by J. Hattie)

Facilitator

Dr. C. Colwell

Participants

All teachers

Schedule

On 11/9/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in CHAMPS Training	$0.00
2	G1.B1.S1.A2	School and classroom visits by district personnel	$0.00
3	G1.B1.S1.A3	District Specialists will meet with the related department during an ERPL to analyze data and review the instructional shifts expected during classroom lessons.	$0.00
4	G1.B1.S1.A4	Teachers will participate in training on Best Practices connected to the shifts and data	$0.00
5	G1.B1.S1.A5	Teachers will participate in training on high effect size strategies and engagement (research by J. Hattie)	$0.00
6	G1.B1.S2.A1	Teachers will have the opportunity to visit another classroom where a teacher is demonstrating high quality student engagement and increased rigor.	$0.00
		Total:	$0.00