

Volusia County Schools

New Smyrna Beach Middle School



2016-17 Schoolwide Improvement Plan

New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

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

School Demographics

School Type 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	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 New Smyrna Beach 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school offers a yearly orientation where students can learn their schedules and the 6th grade students can meet their teachers that are on campus for their WEB program. 8th Grade students guide the 6th grade students around campus to locate classroom and answer any questions 6th graders may have about the middle school.

Using our New Smyrna Beach Middle School Stingray School "Top Gun" theme. • New Smyrna Beach Middle School is striving for "Top Gun" scores through the dedication of ourselves to increasing student achievement. Our plan to achieve this goal is through a focused commitment to knowing and understanding the "Instructional Shifts" and the importance of aligning our teaching to the standards, as well as to analyzing the data and making changes to our instruction (have an intervention plan, differentiate instruction) depending on needs of the students.

New Smyrna Beach Middle School also has adopted the motto of "there is no substitute for hard work here". This motto is relayed to the students using weekly news reminders and in class enforcement. This motto is to implement student understanding of the expectation of hard work throughout the day and campus.

Our mentoring program will also work with identified students to learn about their cultures and build objective adult relationships with them during the school day.

Teachers also work with students to understand their cultures and how their cultural differences affect the day to day classroom routines.

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

Before school, students have designated areas to report to. 6th graders are segregated from the upper grade levels for their safety and comfort. Teacher and other school staff supervise these areas to assure student safety. After school, teachers, administration and other school staff members

supervise the bus area, parent pick-up, and other areas of the school.

Students from all grade levels met in student assemblies with their administrator and grade level school counselor along with campus advisors and teachers to learn about their responsibilities as students at our school and the below information.

Students have access to bully slips where they can anonymously report incidences of bullying and place it in a bully box which is checked daily by our school counselors who address the issues reported.

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

D.A.R.E. program, 6th graders participate in this course every Wednesday during gym class. .

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

Additionally we have "No Referral" celebrations to recognize and reward the students who do not receive a referral during the first and/or second semesters of school. We also have "Smarty" parties honoring those students who earn straight "A" graders during each of the four nine weeks. NSBMS also has a Peer Buddy program.

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.

1. Students are warned by the teacher.
2. Parents are contacted about the issues.
3. In class consequence is issued.
4. Teacher based detentions are issued.
5. School counselor referrals may be generated.
6. Teacher/Parent/Student conferences may be scheduled.
7. Discipline referrals are written if issues continue.

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

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

NSBMS follows Volusia County Schools Code of Conduct which includes established protocols for disciplinary incidents. Every student receives and signs for a copy of the VCS Code of Conduct. Parents and students sign that they have read and understand the VCS Code of Conduct.

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

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.

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

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

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.

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

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

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

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	2	21	21	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	9	13	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	153	209	168	0	0	0	0	530
Q1: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 1: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 2: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 3: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 4: One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 1: Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 2: Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 3: Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Q 4: Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: One or more suspensions	0	0	0	0	0	0	2	21	21	0	0	0	0	44
BL: Course failure in ELA or Math	0	0	0	0	0	0	0	9	13	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	7	17	19	0	0	0	0	43

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

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of Sept. 15, 2016 and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 2 or more indicators as of September 15, 2016.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (eg. attendance below 90%, patterns of office discipline referrals resulting in suspension) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings, and during Professional Learning Communities (PLCs) in which group data are considered and evidenced-based

interventions are developed to address the areas of concern.

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

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

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?

No

1. PIP Link

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

2. Description

NSB Middle School involves parents at our school through beginning of the year orientation, ConnectEd messages, online grade program (Gradebook), Open House, phone and email contact, quarterly newsletters, parent/teacher conferences, milkshakes with the principal events, PTSA, and SAC. In addition, parents are invited to our school for academic awards, such as Straight A's, Science Fair, Social Studies Fair, and for dance and musical performances. Implemented the 804 Club inviting students, parents, and community members to use the digital tools resources every Thursday after school.

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.

NSBMS builds and sustains partnerships with the local community by holding such events as Science Fair Public Viewing and Awards Night, Social Studies Fair Public viewing and Awards Night, 804 club (technology and digital tools for all students, family, and staff) , Business Partners, Mentoring Celebrations, No Referrals celebration, SAC, PTSA, Career Extravaganza, and Stingray 5K.

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
Johnson, Elizabeth	Principal
Porter, Rebecca	Assistant Principal
McLain, Amy	Instructional Coach
Carey, Amy	Teacher, K-12
Casey, Thomas	Assistant Principal
Velez, Eidie	Assistant Principal
Muessig, Amanda	Teacher, K-12
Harvey, Timberlay	Instructional Coach
Keeran, Erin	Teacher, K-12
Lane, Susan	Instructional Coach
Jones, Ann	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.

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

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

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

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

the support of our academic leadership team and school leadership team.

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

Academic leadership meets monthly or as needed; SLT meets as needed, and SAC meets monthly.

Problem Solving Activities:

The SIP is data driven and focuses on areas of school-based need for teachers, specific content as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need and teacher need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools).

School Improvement funds will be used for providing teachers professional development activities; procuring technology for classroom use, providing incentives to outstanding teachers, and enabling teachers to procure needed instructional materials for student usage.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Johna Norman	Parent
Laura Haynes	Parent
Jacqueline Ortega	Parent
Larry Buck	Education Support Employee
Tommy Gray	Parent
Elizabeth Johnson	Principal
Cyndi Bailey	Parent
Bonnie Brown	Parent
Patty Crouse	Business/Community
Stacie Wiese	Parent
Nicole McDonald-Arieti	Parent
Amanda Muessig	Teacher
Michelle Murray	Parent
Sarah Traub	Parent
Stacy Ferner	Parent
Phelan Lori	Parent
Janet Mitchell	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

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

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

b. Development of this school improvement plan

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

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

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

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 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, staff, and administration for projects related to the support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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
Harvey, Timberlay	Instructional Coach
Carey, Amy	Teacher, K-12
McLain, Amy	Instructional Coach
Porter, Rebecca	Assistant Principal
Bender, Colleen	Teacher, K-12
Thomas, Florida	Instructional Technology
Lane, Susan	Instructional Coach

b. Duties

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

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

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

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.

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

The use of academic coaches in reading and math to assist with teacher collaboration, attainment of resources, and in professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. The academic coaches will be present and guide the PLC meetings twice a month to allow teachers access to resources, data, and assistance from the academic coaches.

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

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, (administration).
2. Leadership Opportunities (Administration)
3. Professional Development (School based Leadership Teams)

4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs. (Administration and District)
7. CHAMPS training

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC. CHAMPS classroom management coaches will provide additional support to new/beginning teachers. Academic coaches available throughout the school day to provide new/beginning teacher resources and support in the classroom.

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.

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

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

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

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

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.

Data from state mandated assessments, classroom grade point averages, and prior year teacher referrals are used in putting together the master schedule for our students.

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

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

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

Several teachers at our school offer before or after school tutoring even though they do not get paid for their time.

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: After School Program

Minutes added to school year: 240

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Elizabeth, eajohns1@volusia.k12.fl.us

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

EOC Scores

Strategy: Extended School Day

Minutes added to school year: 240

Science SSA Camp

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

SSA Test scores in science.

Strategy: Summer Program

Minutes added to school year: 3,600

Credit Retrieval for failing students as summer school.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Grades in classes being retrieved.

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.

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

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grader students with their transition to high school. High school personnel visit our campus to provide information about student academics, academies, and activities, as well as to assist with high school registration.

Our school also has a Career Extravaganza in January to introduce students to various careers using speakers from the community who work in those careers to assist them in choosing the academy in which they choose to enroll.

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.

NA

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

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

Several of our elective teachers are offering advanced courses to prepare student to continue their study in a preferred area throughout their education career to prepare them for life. Courses include culinary arts, graphic design, art, computers, agricultural science. There are industry certifications offered in computer classes.

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

NA

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.

NA

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" 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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If New Smyrna Beach Middle School teachers work collaboratively to develop and implement rigorous, standards-aligned lessons based on the instructional shifts, then student achievement in all content areas 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 New Smyrna Beach Middle School teachers work collaboratively to develop and implement rigorous, standards-aligned lessons based on the instructional shifts, then student achievement in all content areas will increase. 1a

G083527

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
Algebra I EOC Pass Rate	95.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0
Civics EOC Pass	70.0
CTE Industry Certification Exam Passing Rate	67.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts.
- Teachers do not know how to implement the instructional shifts.
- Lack of knowledge to purposefully use digital tools.
- Teacher morale, attendance, and positive school culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Based Professional Development
- Administrative support
- School Leadership Team
- School Improvement Funds
- Common planning time
- Intervention support staff
- Reading coach
- District content staff
- Community involvement

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed throughout the year includes district test scores, state level test scores, teacher attendance, student attendance, discipline records, and community involvement.

Person Responsible

Elizabeth Johnson

Schedule

Biweekly, from 8/16/2016 to 5/31/2017

Evidence of Completion

Evidence collected will include district test scores, state level test scores, attendance records, and community involvement attendance records.

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 New Smyrna Beach Middle School teachers work collaboratively to develop and implement rigorous, standards-aligned lessons based on the instructional shifts, then student achievement in all content areas will increase. 1

G083527

G1.B1 Lack of knowledge on the instructional shifts. 2

B221552

G1.B1.S1 Develop knowledge and skills of instructional shifts across the content areas to improve implementation of rigorous standards. 4

S233819

Strategy Rationale

Teachers need to know how to implement instructional shifts to increase the rigor of their teaching.

Action Step 1 5

Train the teachers in developing the knowledge and implementation of learning targets to ensure rigorous classroom standards.

Person Responsible

Elizabeth Johnson

Schedule

On 9/7/2016

Evidence of Completion

The evidence will include sign in sheet and data collection tool for monitoring SIP goal.

Action Step 2 5

Professional learning will be conducted for all teachers on developing the knowledge and skills of instructional shifts across the content areas to improve implementation of rigorous standards.

Person Responsible

Elizabeth Johnson

Schedule

On 9/19/2016

Evidence of Completion

The evidence will include set date, sign in sheet, exit ticket, and follow up.

Action Step 3 5

Implement the knowledge and skills learning during professional development day.

Person Responsible

Elizabeth Johnson

Schedule

On 5/31/2017

Evidence of Completion

The evidence will include coaches provide follow-up support and PLC discussion in binders.

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

To monitor for effectiveness and support implementation academic coaches and administrations will conduct walk troughs to observe learning targets and will collect a sign in sheet for the professional development.

Person Responsible

Rebecca Porter

Schedule

On 5/31/2017

Evidence of Completion

Walk through evidence and sign in sheets will be used as evidence.

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

Teachers will complete an exit ticket and follow up activity to demonstrate their knowledge and implementations to the instructional shifts.

Person Responsible

Elizabeth Johnson

Schedule

On 9/23/2016

Evidence of Completion

The evidence will include exit ticket and follow up activity.

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

Teachers will be asked to show implementation in the PLC meetings and during follow up activity with the academic coaches.

Person Responsible

Elizabeth Johnson

Schedule

On 10/4/2016

Evidence of Completion

PLC binders will be monitor and the follow up activity.

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

Administration and district officials will monitor the learning targets and rigorous classroom standards using walk through guided by the Data Collection Tool for Monitoring SIP Goals worksheet.

Person Responsible

Elizabeth Johnson

Schedule

On 5/31/2017

Evidence of Completion

The evidence will include sign in sheet for training and data collection tool for monitoring SIP goal.

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

In order to monitor and support effectiveness of instructional shifts administration will review lesson plans, walk through of classrooms, and FSA scores.

Person Responsible

Elizabeth Johnson

Schedule

On 5/31/2017

Evidence of Completion

Sign in sheet, lesson plans, FSA scores, and walk through observations will be used as evidence.

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

State and district scores will be monitored to see if the instructional shifts are being implemented into the classroom.

Person Responsible

Elizabeth Johnson

Schedule

On 5/31/2017

Evidence of Completion

The evidence will include FSA scores.

G1.B2 Teachers do not know how to implement the instructional shifts. 2

 B221553

G1.B2.S1 Develop highly effective PLCs to improve knowledge and implementation of instructional shifts. 4

 S233820

Strategy Rationale

Collective teacher efficacy increases student achievement.

Action Step 1 5

Mandatory PLC meetings for all teachers during shared common planning time. Training will be provided to teachers during ERPL time on the instructional shifts, data collection, and how to use both to have effective and meaningful PLCs. PLC trained academic coaches and intervention teachers will be available during scheduled PLC meetings to facilitate and provide support. Teachers will met by department grade level twice a month to ensure knowledge and implementation of the instructional shifts.

Person Responsible

Elizabeth Johnson

Schedule

Biweekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

ERPL sign in sheets, set meeting dates, and PLC Binders will be used as evidence.

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

PLCs will meet to discuss implementation of instructional shifts into the classroom based on grade level and course content monitored by PLC and instructional shift trained academic coaches, intervention teachers, and administration.

Person Responsible

Elizabeth Johnson

Schedule

Biweekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

The evidence will include teacher attendance, meeting tasks, meeting notes, questions/concerns, materials list, and agenda for next meeting for each PLC meeting in PLC binder.

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

PLC and instructional shift trained academic coaches, school leaders, and administration will monitor for highly effective and meaningful PLC meetings, and they will add any additional support to assist teachers in implementing the instructional shifts.

Person Responsible

Elizabeth Johnson

Schedule

Biweekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

Binders of the PLC meetings will be collected and reviewed by administration.

G1.B3 Lack of knowledge to purposefully use digital tools. 2

B221554

G1.B3.S1 Develop teacher knowledge and skills of meaningful use of digital tools. 4

S233821

Strategy Rationale

Teachers do not know how to purposefully or meaningfully use digital tools in their classroom.

Action Step 1 5

Train the teachers on TIM and utilizing technology in the secondary classroom.

Person Responsible

Amy McLain

Schedule

On 9/19/2016

Evidence of Completion

Set date, sign in sheet, follow-up support, and walk through observations will be used as evidence.

Action Step 2 5

Tuesday Technology Tips will be set out to all teachers.

Person Responsible

Amy McLain

Schedule

On 5/30/2017

Evidence of Completion

The evidence will include emails Technology Tips Tuesday and school's I drive.

Action Step 3 5

Create 804 after school club and outreach program for the community that allows families, students, teachers, and staff to use and get support of the digital tools available.

Person Responsible

Amy McLain

Schedule

Weekly, from 9/15/2016 to 5/25/2017

Evidence of Completion

The evidence will include sign in sheet, advertised on school website, advertised at open house, and flyers throughout school and community.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The teachers will given tools, resources, and guidance on the correct use of TIM and how to best utilize technology in the secondary classroom.

Person Responsible

Amy McLain

Schedule

On 9/19/2016

Evidence of Completion

The evidence will include sign in sheets, follow-up support, and walk through observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Tuesday Technology Tips will be monitored by administration and kept on the I drive.

Person Responsible

Amy McLain

Schedule

Weekly, from 8/16/2016 to 5/30/2017

Evidence of Completion

Emails and school's I drive will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The 804 community outreach and after school club will be monitored by administration to support attendance and community participation.

Person Responsible

Elizabeth Johnson

Schedule

Weekly, from 9/15/2016 to 3/23/2017

Evidence of Completion

The evidence will include sign in sheets, school website, and connected to community.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

To monitor effectiveness, the facilitator will support and guide the staff during PLC meetings on the use of digital tools and TIM to create an effective classroom use of digital tools.

Person Responsible

Amy McLain

Schedule

Biweekly, from 9/19/2016 to 5/23/2017

Evidence of Completion

PLC Binders, follow-up, and walk through observations will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored by digital learning tools leader and administration through walk through.

Person Responsible

Amy McLain

Schedule

Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Walk through observations will be conducted.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

To monitor for effectiveness the administration will review the sign in sheets and make sure that attendance at the 804 club and community outreach is at its highest possible.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 9/15/2016 to 5/25/2017

Evidence of Completion

Sign in sheets will be collected for evidence.

G1.B6 Teacher morale, attendance, and positive school culture 2

 B221557

G1.B6.S1 Implementation of restorative practices. 4

 S233822

Strategy Rationale

Creating positive school culture to increase teacher attendance.

Action Step 1 5

Creation of a school culture team to receive initial training on restorative practices.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion

The evidence will include sign sheets and registration form ASCD conference.

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

The school culture team will be monitored by Stetson University professional staff Dr. Joyce Mundy through a grant process.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion

The evidence will include sign sheets, membership roster, and meeting agendas.

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

Monitoring of teacher attendance and school cultural survey evidence.

Person Responsible

Elizabeth Johnson

Schedule

On 5/31/2017

Evidence of Completion

Teacher attendance rosters and staff school cultural surveys will be collected for evidence.

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 A300054	Train the teachers in developing the knowledge and implementation of learning targets to ensure...	Johnson, Elizabeth	9/7/2016	The evidence will include sign in sheet and data collection tool for monitoring SIP goal.	9/7/2016 one-time
G1.B1.S1.A2 A300055	Professional learning will be conducted for all teachers on developing the knowledge and skills of...	Johnson, Elizabeth	9/19/2016	The evidence will include set date, sign in sheet, exit ticket, and follow up.	9/19/2016 one-time
G1.B3.S1.MA1 M304518	The teachers will given tools, resources, and guidance on the correct use of TIM and how to best...	McLain, Amy	9/19/2016	The evidence will include sign in sheets, follow-up support, and walk through observations.	9/19/2016 one-time
G1.B3.S1.A1 A300058	Train the teachers on TIM and utilizing technology in the secondary classroom.	McLain, Amy	9/19/2016	Set date, sign in sheet, follow-up support, and walk through observations will be used as evidence.	9/19/2016 one-time
G1.B1.S1.MA2 M304511	Teachers will complete an exit ticket and follow up activity to demonstrate their knowledge and...	Johnson, Elizabeth	9/19/2016	The evidence will include exit ticket and follow up activity.	9/23/2016 one-time
G1.B1.S1.MA3 M304512	Teachers will be asked to show implementation in the PLC meetings and during follow up activity with...	Johnson, Elizabeth	9/20/2016	PLC binders will be monitor and the follow up activity.	10/4/2016 one-time
G1.B3.S1.MA4 M304520	The 804 community outreach and after school club will be monitored by administration to support...	Johnson, Elizabeth	9/15/2016	The evidence will include sign in sheets, school website, and connect ed to community.	3/23/2017 weekly
G1.B2.S1.MA1 M304513	PLC and instructional shift trained academic coaches, school leaders, and administration will...	Johnson, Elizabeth	8/16/2016	Binders of the PLC meetings will be collected and reviewed by administration.	5/16/2017 biweekly
G1.B2.S1.MA1 M304514	PLCs will meet to discuss implementation of instructional shifts into the classroom based on grade...	Johnson, Elizabeth	8/16/2016	The evidence will include teacher attendance, meeting tasks, meeting notes, questions/concerns, materials list, and agenda for next meeting for each PLC meeting in PLC binder.	5/16/2017 biweekly
G1.B2.S1.A1 A300057	Mandatory PLC meetings for all teachers during shared common planning time. Training will be...	Johnson, Elizabeth	8/16/2016	ERPL sign in sheets, set meeting dates, and PLC Binders will be used as evidence.	5/16/2017 biweekly
G1.B3.S1.MA1 M304515	To monitor effectiveness, the facilitator will support and guide the staff during PLC meetings on...	McLain, Amy	9/19/2016	PLC Binders, follow-up, and walk through observations will be used as evidence.	5/23/2017 biweekly
G1.B3.S1.MA6 M304517	To monitor for effectiveness the administration will review the sign in sheets and make sure that...	Johnson, Elizabeth	9/15/2016	Sign in sheets will be collected for evidence.	5/25/2017 monthly
G1.B3.S1.A3 A300060	Create 804 after school club and outreach program for the community that allows families, students,...	McLain, Amy	9/15/2016	The evidence will include sign in sheet, advertised on school website, advertised at open house, and flyers throughout school and community.	5/25/2017 weekly
G1.B3.S1.MA3 M304519	Tuesday Technology Tips will be monitored by administration and kept on the I drive.	McLain, Amy	8/16/2016	Emails and school's I drive will be used as evidence.	5/30/2017 weekly
G1.B3.S1.A2 A300059	Tuesday Technology Tips will be set out to all teachers.	McLain, Amy	8/16/2016	The evidence will include emails Technology Tips Tuesday and school's I drive.	5/30/2017 one-time
G1.MA1 M304523	The data that will be collected and reviewed throughout the year includes district test scores,...	Johnson, Elizabeth	8/16/2016	Evidence collected will include district test scores, state level test scores, attendance records, and community involvement attendance records.	5/31/2017 biweekly
G1.B1.S1.MA1 M304507	Administration and district officials will monitor the learning targets and rigorous classroom...	Johnson, Elizabeth	9/8/2016	The evidence will include sign in sheet for training and data collection tool for monitoring SIP goal.	5/31/2017 one-time

Volusia - 3931 - New Smyrna Beach Middle School - 2016-17 SIP
New Smyrna Beach Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA5 M304508	In order to monitor and support effectiveness of instructional shifts administration will review...	Johnson, Elizabeth	9/20/2016	Sign in sheet, lesson plans, FSA scores, and walk through observations will be used as evidence.	5/31/2017 one-time
G1.B1.S1.MA6 M304509	State and district scores will be monitored to see if the instructional shifts are being...	Johnson, Elizabeth	9/20/2016	The evidence will include FSA scores.	5/31/2017 one-time
G1.B1.S1.MA1 M304510	To monitor for effectiveness and support implementation academic coaches and administrations will...	Porter, Rebecca	9/8/2016	Walk through evidence and sign in sheets will be used as evidence.	5/31/2017 one-time
G1.B1.S1.A3 A300056	Implement the knowledge and skills learning during professional development day.	Johnson, Elizabeth	9/20/2016	The evidence will include coaches provide follow-up supprt and PLC discussion in binders.	5/31/2017 one-time
G1.B3.S1.MA5 M304516	Effectiveness will be monitored by digital learning tools leader and administration through walk...	McLain, Amy	8/17/2016	Walk through observations will be conducted.	5/31/2017 monthly
G1.B6.S1.MA1 M304521	Monitoring of teacher attendance and school cultural survey evidence.	Johnson, Elizabeth	1/2/2017	Teacher attendance rosters and staff school cultural surveys will be collected for evidence.	5/31/2017 one-time
G1.B6.S1.MA1 M304522	The school culture team will be monitored by Stetson University professional staff Dr. Joyce Mundy...	Johnson, Elizabeth	10/1/2016	The evidence will include sign sheets, membership roster, and meeting agendas.	5/31/2017 monthly
G1.B6.S1.A1 A300061	Creation of a school culture team to receive initial training on restorative practices.	Johnson, Elizabeth	10/1/2016	The evidence will include sign sheets and registration form ASCD conference.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If New Smyrna Beach Middle School teachers work collaboratively to develop and implement rigorous, standards-aligned lessons based on the instructional shifts, then student achievement in all content areas will increase.

G1.B1 Lack of knowledge on the instructional shifts.

G1.B1.S1 Develop knowledge and skills of instructional shifts across the content areas to improve implementation of rigorous standards.

PD Opportunity 1

Train the teachers in developing the knowledge and implementation of learning targets to ensure rigorous classroom standards.

Facilitator

Timi Harvey, Susan Lane, Amy McLain, and Amy Carey

Participants

All teachers

Schedule

On 9/7/2016

PD Opportunity 2

Professional learning will be conducted for all teachers on developing the knowledge and skills of instructional shifts across the content areas to improve implementation of rigorous standards.

Facilitator

Timi Harvey, Susan Lane

Participants

all teachers

Schedule

On 9/19/2016

G1.B3 Lack of knowledge to purposefully use digital tools.

G1.B3.S1 Develop teacher knowledge and skills of meaningful use of digital tools.

PD Opportunity 1

Train the teachers on TIM and utilizing technology in the secondary classroom.

Facilitator

Amy McLain

Participants

all teachers

Schedule

On 9/19/2016

G1.B6 Teacher morale, attendance, and positive school culture

G1.B6.S1 Implementation of restorative practices.

PD Opportunity 1

Creation of a school culture team to receive initial training on restorative practices.

Facilitator

ASCD, Doctor Joyce Mundy

Participants

Elizabeth Johnson, Amy Carey, Dr. Edie Velez, Tom Casey, Rebecca Porter, Taylor Buck, Jennifer Rodgers, Angie Cox, Amanda Muessig, Timi Harvey, Amy McLain, Susan Lane, Erin Keeran

Schedule

Monthly, from 10/1/2016 to 5/31/2017

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	Train the teachers in developing the knowledge and implementation of learning targets to ensure rigorous classroom standards.	\$0.00
2	G1.B1.S1.A2	Professional learning will be conducted for all teachers on developing the knowledge and skills of instructional shifts across the content areas to improve implementation of rigorous standards.	\$0.00
3	G1.B1.S1.A3	Implement the knowledge and skills learning during professional development day.	\$0.00
4	G1.B2.S1.A1	Mandatory PLC meetings for all teachers during shared common planning time. Training will be provided to teachers during ERPL time on the instructional shifts, data collection, and how to use both to have effective and meaningful PLCs. PLC trained academic coaches and intervention teachers will be available during scheduled PLC meetings to facilitate and provide support. Teachers will met by department grade level twice a month to ensure knowledge and implementation of the instructional shifts.	\$0.00
5	G1.B3.S1.A1	Train the teachers on TIM and utilizing technology in the secondary classroom.	\$0.00
6	G1.B3.S1.A2	Tuesday Technology Tips will be set out to all teachers.	\$0.00
7	G1.B3.S1.A3	Create 804 after school club and outreach program for the community that allows families, students, teachers, and staff to use and get support of the digital tools available.	\$0.00
8	G1.B6.S1.A1	Creation of a school culture team to receive initial training on restorative practices.	\$0.00
Total:			\$0.00