New Smyrna Beach Middle School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	65%

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

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for New Smyrna Beach Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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.

b. Provide the school's vision statement.

. 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 2017-2018 school year theme is the "Stingray Way". The "Stingray Way" is to respect everyone and everything on campus. This theme will set expectations for students and staff on the on success criteria of the school. Staff expectations are rigorous accelerated and personalized learning for each student. Students expectations are for healthy lifestyles, high organizational skills, and rigorous learning in all content areas.

The 2017-2018 Volusia County School District theme is "together we can". This theme will also be aligned with our school theme to improve our school.

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 school offers a yearly orientation where students can learn their schedules and the 6th grade students can get accommodated with the school including clubs and classrooms. 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. Our school also offers an administrative presentation for all grade levels to explain to students and teachers the expectations and resources available on campus throughout the school year.

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.

Our school also offers a variety of school sponsored clubs with an effort to met the diversity of the school population. School sponsored clubs include Battle of the Books, Basketball (boys and girls), Brain Bowl, Builders, Cross Country, Family Computer Center, Future Farmers of America, Florida Future Educators Association, Geek Squad, Peer Buddies, Robotics, Student Government Association, Students Working Against Tobacco, Trading Card Game Club, Volleyball, and Yoga Club. All students are encouraged to sign up for clubs through school news advertisements and teachers are encouraged to create and visit school clubs to get to know the student population.

Staff are working in subcommittees through the restorative practices program to improve school

culture and build better relationships in the school community. Stakeholders will also be exposed to information about the restorative practices program is and how it works to improve the culture of the school.

Teachers also work with students to understand their cultures and how their cultural differences affect the day to day classroom routines. This includes open house, family letters, community celebrations, and more.

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. Bikers and walkers leave a few minutes before buses and parent pickup to ensure safety of students crossing the roads while walking or biking.

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.

Staff will participate in restorative practices training program to help create a culture of safety, security, high expectations, and collaboration school wide.

Our school also offers a variety of school sponsored clubs with an effort to met the diversity of the school population. School sponsored clubs include Battle of the Books, Basketball (boys and girls), Brain Bowl, Builders, Cross Country, Family Computer Center, Future Farmers of America, Florida Future Educators Association, Geek Squad, Peer Buddies, Robotics, Student Government Association, Students Working Against Tobacco, Trading Card Game Club, Volleyball, and Yoga Club. All students are encouraged to sign up for clubs through school news advertisements and teachers are encouraged to create and visit school clubs to get to know the student population. Additionally we have celebrations to recognize and reward the students 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.
Safety is priority at New Smyrna Beach Middle School including campus advisory patrolling campus throughout the day. Visit must sign in through Raptor System. School safety manual and emergency codes are available throughout the school for all staff to us. Students and staff wear identification and practice and participate in emergency codes drills to ensure compliance.

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 are to log all the steps in the protocol to ensure consistency and clear expectations school wide. 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.

New Smyrna Beach Middle School follows Volusia County Schools Code of Conduct which includes established protocols for disciplinary incidents. Every student receives and signs for a copy of the Volusia County Schools Code of Conduct. Guardians and students sign that they have read and understand the Volusia County Schools Code of Conduct.

New Smyrna Beach Middle School is offering training throughout the school year on restorative practices. Restorative practices training will establish clear expectations and consistency in relationships between teacher, students, and administration.

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 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. New Smyrna Beach Middle School 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.

11. Staff will participate in restorative practices training program to help create a culture of safety, security, high expectations, and collaboration school wide.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	1	0	2	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	11	9	14	0	0	0	0	34
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	1	14	20	0	0	0	0	35
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	
	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	1	9	11	0	0	0	0	21

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, 2017 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, 2017.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

New Smyrna Beach 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, parent/teacher conferences, milkshakes with the principal events, PTSA, and School Advisory Council. In addition, parents are invited to our school for academic awards, such as Straight A's, Science Fair, Social Studies Fair, and for dance, drama, and musical performances. Implemented the technology and tutoring club every Tuesday inviting students, parents, and community members to use the digital tools resources once a week 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.

New Smyrna Beach Middle School 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, club technology and digital tools for all students, family, and staff, Business Partners, Community Mentoring, student celebrations, staff celebrations, School Advisory Council, PTSA, Career Extravaganza, and Stingray 5K.

C. Effective Leadership

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
McLain, Amy	Instructional Coach
Velez, Eidie	Assistant Principal
Muessig, Amanda	Teacher, K-12
Harvey, Timberlay	Instructional Coach
Keeran, Erin	Teacher, K-12
Lane, Susan	Instructional Coach
Carey, Amy	
Canetti, Alan	Assistant Principal
McClary, Brian	Administrative Support

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: New Smyrna Beach Middle School 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, celebrates staff success 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 four times a month hold grade level Professional Learning Communities meetings to collaborate on curriculum planning, data analyzing, and share instructional strategies. Our district and New Smyrna Beach Middle School are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math, language arts/reading, social studies, and all other teachers will continue to

implement the 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 School Advisory Council meets monthly.

Problem Solving Activities:
The School Improvement Plan 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
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
Sarah Traub	Parent
Janet Mitchell	Teacher
Cathy McLane	Parent
Marie Truesdel	Parent
Edie Biro	Parent
April DeSimone	Parent
Jennifer Engler	Parent
Shannon Gintz	Parent
Susan Marteeny	Parent
Michelle Rogers	Parent
Sharon Boyer	Parent
Norman, Johna	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council is fully involved in the creation and tracking of the School Improvement Plan. At every meeting monthly the School Advisory Council reviews the School Improvement Plan and the progress the school is making in meeting the goals outlined in the School Improvement Plan. At the first meeting of the school year, the School Advisory Council reviews the past year's School Improvement Plan seeing if we met or need to constituent working on the School Improvement Plan goals and reviews the outline of the upcoming years School Improvement Plan. The School Advisory Council reviews and must approve the upcoming year's School Improvement Plan before it is sent to the school district and to the state level. Guardians and community members are also encouraged to review and recommend changes to the School Improvement Plan. School Improvement Plan public input dates are displayed on the school marque, school website, school calendar, and guardians receive phone calls. Throughout the school year our School Advisory Council monitor the progress we were making on the achievement of our goals including reviewing the mid-year reflection and learning about the different strategies that were implemented throughout the year by the principal.

In addition, our School Advisory Council was updated on the results of our SMT testing scores and growth and how it reflected the implementation of the strategies on our School Improvement Plan.

b. Development of this school improvement plan

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

Our School Advisory Council team has been updated on the school's Civics EOC scores, Science SSA scores, Algebra EOC scores and on the strategic goal for the School Improvement Plan this year at the first School Advisory Council 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 School Improvement Plan, School Advisory Council 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 School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings. The School Advisory Council must review and vote on any budget spending that involve School advisory Council related funds.

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 School Advisory Council 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	Assistant Principal
McLain, Amy	Instructional Coach
Lane, Susan	Instructional Coach
Johnson, Elizabeth	Principal
Canetti, Alan	Assistant Principal
Velez, Eidie	Assistant Principal
McClary, Brian	Dean

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 New Smyrna Beach Middle School will be to facilitate the use of non-fiction text in all core classrooms. Students will read the text and answer questions about the text in which they show the evidence from the text that supports their answers.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Professional Learning Community to be able to have collaborative planning leading to common instruction. This time is used to encourage teachers to review Florida State standards, assessment data, plan for remediation as needed, work together on common goals, and to align resources by grade level. Our Professional Learning Community 's will meet weekly 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 Professional Learning Communities meetings weekly 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. Professional Development (District based training)
5. Professional Learning Community Activities
6. Participation in District Job Fair and Recruitment Activities (Administration)
7. Teacher recognition programs. (Administration and District)
8. CHAMPS training
9. Training in Restorative Practices

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 mentor teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each Professional Learning Community provide mentoring as needed for any new/beginning teachers in that Professional Learning Community. 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 State 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 State Standards.

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

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

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

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.

Teachers are required to provide lesson plans for each day of instruction including differentiation. Teachers are required to log accommodations, differentiated instruction, and lesson changes made per class period in daily lesson plans to ensure instructions being modified and supplemented in all classrooms. Administration and academic coaches provide support and monitoring of the differentiated instruction.

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
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

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
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

Grades in classes being retrieved.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Our school administration and counselors visit feeder elementary school to help upcoming fifth grade students. Our school also helps students and parents become familiar with their

new campus through our annual incoming sixth grader program and schedule pick up day.

In addition, we work with high schools in our feeder partner 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

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 teachers work collaboratively to develop and implement rigorous lessons aligned with the Florida State Standards, 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 teachers work collaboratively to develop and implement rigorous lessons aligned with the Florida State Standards, then student achievement in all content areas will increase. 1a

🔍 G094529

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
Algebra I EOC Pass Rate	95.0
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
Civics EOC Pass	78.0
CTE Industry Certification Exam Passing Rate	75.0
ELA/Reading Gains	62.0
Math Gains	62.0

Targeted Barriers to Achieving the Goal 3

- A lack of time to gain knowledge of the Florida State Standards and the Florida State Standards aligned resources to implement rigorous and cohesive Florida State Standards aligned lessons.

- A need to improve school culture and collaboration.

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

- Literacy coach

- District content staff

- Community involvement

- Math coach

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed throughout the year includes content level test scores, district test scores, state level test scores, teacher attendance, student attendance, discipline records, Professional Development meeting agendas, PLC meeting logs, staff climate surveys, student climate surveys, family climate surveys, and community involvement.

Person Responsible

Elizabeth Johnson

Schedule

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

Evidence of Completion

Evidence collected will include content level test scores, district test scores, state level test scores, teacher attendance, student attendance, discipline records, Professional Development meeting agendas PLC meeting logs, staff climate surveys, student climate surveys, family climate surveys, and community involvement.

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 teachers work collaboratively to develop and implement rigorous lessons aligned with the Florida State Standards, then student achievement in all content areas will increase. 1

🔍 G094529

G1.B1 A lack of time to gain knowledge of the Florida State Standards and the Florida State Standards aligned resources to implement rigorous and cohesive Florida State Standards aligned lessons. 2

🔍 B253919

G1.B1.S1 More exposure to the Florida State Standards and the aligned resources. 4

🔍 S268255

Strategy Rationale

Teachers may not know all the Florida State Standards and what resources are available.

Action Step 1 5

Professional development during pre-planning on the Florida State Standards.

Person Responsible

Alan Canetti

Schedule

On 8/9/2017

Evidence of Completion

Evidence includes professional development sign in, MyPGS, and teacher DPP.

Action Step 2 5

Staff will participate in professional development during Professional Development Day on the Florida State Standards.

Person Responsible

Alan Canetti

Schedule

On 9/1/2017

Evidence of Completion

Evidence includes professional development sign in, MyPGS and teacher DPP.

Action Step 3 `5`

Staff will participate in professional development during County Early Release Professional Development Day on the Florida State Standards.

Person Responsible

Alan Canetti

Schedule

Quarterly, from 10/4/2017 to 2/7/2018

Evidence of Completion

Evidence will include professional development sign in, MyPGS, and teacher DPP.

Action Step 4 `5`

The staff will be trained during PLC meetings on the Florida State Standards and provided resources for knowledge and understanding of the Florida State Standards based on staff content areas to be used in daily classroom lesson plans.

Person Responsible

Timberlay Harvey

Schedule

On 10/3/2017

Evidence of Completion

Evidence includes PLC sign in sheets and PLC agendas.

Action Step 5 `5`

Specifically new staff members will be given training on the Florida State Standards.

Person Responsible

Amy Carey

Schedule

On 9/8/2017

Evidence of Completion

Evidence includes sign in sheets and meetings agendas.

Action Step 6 `5`

The math department request to use the Florida State Standards aligned USA Test Prep to gain a new resource and make all staff knowledgeable of the Florida State Math Standards.

Person Responsible

Susan Lane

Schedule

On 8/16/2017

Evidence of Completion

Evidence includes USA Test Prep Reports and School Advisory Council agenda for funding approval.

Action Step 7 `5`

Coaches and support staff will be available in office during the school day to all staff members to help with a better knowledge of the Florida State Standards and the resources available to the staff to learn more about the Florida State Standards.

Person Responsible

Timberlay Harvey

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes coaches logs, scheduled meetings, and email communication with academics coaches.

Action Step 8 `5`

Staff will be given additional Florida State Standards aligned resources based in technology including CPALMS.

Person Responsible

Susan Lane

Schedule

On 9/5/2017

Evidence of Completion

Evidence includes PLC sign in, PLC logs, and PLC agendas.

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

Track teachers' completion of Florida State Standards County training.

Person Responsible

Alan Canetti

Schedule

On 8/14/2017

Evidence of Completion

Evidence includes MYPGS log in, sign in sheets, and agendas.

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

Track teachers completion of Florida State Standards County training.

Person Responsible

Alan Canetti

Schedule

On 9/5/2017

Evidence of Completion

Evidence includes MYPGS log in, sign in sheets, and agendas.

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

There will be a tracking of teachers' completion of Florida State Standards County Early Release Professional Development training.

Person Responsible

Alan Canetti

Schedule

Quarterly, from 10/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes MYPGS log in, sign in sheets, and agendas.

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

The PLC sign in sheets and PLC agendas will be collected to monitor the implementation of the two PLC Florida State Standards training.

Person Responsible

Elizabeth Johnson

Schedule

On 10/4/2017

Evidence of Completion

Evidence includes PLC sign in sheets and agendas.

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

The new staff trainings will monitored through sign in sheets and agendas.

Person Responsible

Elizabeth Johnson

Schedule

On 9/11/2017

Evidence of Completion

Evidence includes sign in sheets and agendas.

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

The math department request to use the Florida State Standards aligned USA Test Prep to gain a new resource and make all staff knowledgeable of the Florida State Math Standards.

Person Responsible

Susan Lane

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Evidence will include USA Test Prep Reports and School Advisory Council agenda for funds.

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

The coaches and support staff will create agendas to structure PLC's to focus on Florida State Standards and keep logs of any additional support given to staff members.

Person Responsible

Elizabeth Johnson

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes PLC agendas and coaches' logs.

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

The coaches and support staff will create agendas to structure PLC's to focus on Florida State Standards and technology resources aligned with the Florida State Standards.

Person Responsible

Timberlay Harvey

Schedule

On 9/6/2017

Evidence of Completion

Evidence includes Florida State Standards resources print out, PLC agendas and coaches' logs.

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

Administration and SLT will analyze collected data, SLT meeting minutes and staff DPP to see if there was an impact on staffs' knowledge of the Florida State Standards.

Person Responsible

Elizabeth Johnson

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.

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

Administration and SLT analyze collected data, SLT meeting minutes and staff DPP to see if there was an impact on staffs' knowledge of the Florida State Standards.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.

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

The collected data will be analyzed, SLT meeting minutes review, and staff DPP to see if there was an impact on staffs' knowledge of the Florida State Standards.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 10/4/2017 to 6/1/2018

Evidence of Completion

Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.

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

The administration will perform data walks with written observation of staffs' knowledge of the PLC Florida State Standards.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 10/4/2017 to 6/1/2018

Evidence of Completion

Evidence includes data walk forms, observation notes, lesson plans, SLT meeting notes.

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

The new staff will be asked to complete a climate survey and knowledge of standards survey to show the effectiveness of this training.

Person Responsible

Elizabeth Johnson

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes facility climate surveys an Florida State Standards knowledge survey.

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

State, county, and school math test data will be analyzed to see if the math scores improved with the use of this standards based resource.

Person Responsible

Elizabeth Johnson

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes math test data and coaches meeting agendas.

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

The coaches and administration will monitor the PLC's and staff's use of the Florida State Standards and the provided resources through the use of data walks, observations, and staff Climate Surveys.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/9/2017 to 6/1/2018

Evidence of Completion

Evidence includes data walk through forms, observation forms, and staff Climate surveys.

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

The administration will perform data walks with written observation of staffs' knowledge of the PLC Florida State Standards and aligned resources available.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 9/6/2017 to 6/1/2018

Evidence of Completion

Evidence includes data walk through forms, observation forms, and staff Climate surveys.

G1.B1.S2 Increase collaboration time to create rigorous Florida State Standards aligned lessons. 4

🔍 S268256

Strategy Rationale

Teachers need in school and out of classroom time to collaborate and gain knowledge of how to implement Florida State Standards into lessons with rigor.

Action Step 1 5

Staff will be given common planning time in departments to allow for more collaborative work time to create rigorous and cohesive Florida State Standards aligned lessons.

Person Responsible

Elizabeth Johnson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence includes group planning paperwork, PLC notes and lesson plans.

Action Step 2 5

Staff will be trained on Danielson Framework Domain 1 during a PLC meeting.

Person Responsible

Timberlay Harvey

Schedule

On 9/12/2017

Evidence of Completion

Evidence includes PLC sign in sheets, PLC monitoring forms and PLC agendas.

Action Step 3 `5`

Staff will complete PLC expectations to make sure there is a focus on the Florida State Standards and creating rigorous standards aligned lessons.

Person Responsible

Timberlay Harvey

Schedule

On 8/15/2017

Evidence of Completion

Evidence includes PLC norms work sheet, PLC sign in sheets, and PLC agendas.

Action Step 4 `5`

Staff will complete data chats during PLC time to gain more collaboration on strategies to reach the Florida State Standards through rigorously designed lessons and compare standards based data to accommodate all student needs.

Person Responsible

Timberlay Harvey

Schedule

Biweekly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, and PLC agendas.

Action Step 5 `5`

Staff will complete training during PLC of the lesson plan expectations.

Person Responsible

Timberlay Harvey

Schedule

On 8/22/2017

Evidence of Completion

Evidence includes PLC sign in sheets, PLC agendas, and lesson plan templates.

Action Step 6 `5`

Staff will complete learning walks through the classrooms to gain more collaboration on strategies to reach the Florida State Standards through rigorously designed lessons.

Person Responsible

Timberlay Harvey

Schedule

Biweekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Evidence includes IPG Tool and PLC agendas.

Action Step 7 `5`

Professional learning time on a district level to review content based standards and work collaboratively with staff from other schools to create and share resources to have strong standards based lessons.

Person Responsible

Alan Canetti

Schedule

On 9/1/2017

Evidence of Completion

Evidence includes meeting agenda, meeting minutes, and MyPGS.

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

The common planning time will be monitored for implementation using PLC notes and lesson plans.

Person Responsible

Elizabeth Johnson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence includes PLC notes and lesson plans.

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

The PLC sign in sheets, PLC monitoring forms and PLC agendas will be collected.

Person Responsible

Alan Canetti

Schedule

On 9/18/2017

Evidence of Completion

Evidence includes PLC sign in sheets, PLC monitoring forms and PLC agendas.

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

The PLC expectations will be monitored for implementations using PLC sign in sheets, PLC agendas, and lesson plans.

Person Responsible

Alan Canetti

Schedule

On 8/15/2017

Evidence of Completion

Evidence includes PLC expectations worksheet, PLC sign in sheets, and PLC agendas.

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

The data chats will be monitored for implementations using PLC sign in sheets, PLC agendas, and Eduphoria.

Person Responsible

Amy Carey

Schedule

Monthly, from 9/15/2017 to 5/29/2018

Evidence of Completion

Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, and PLC agendas.

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

The lesson plan training will be monitored for implementations using PLC sign in sheets, PLC agendas, and lesson plan templates.

Person Responsible

Amy Carey

Schedule

On 8/23/2017

Evidence of Completion

Evidence includes PLC sign in sheets, PLC agendas and lesson plan templates.

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

The learning walks will be monitored for implementations using IPG Tool.

Person Responsible

Elizabeth Johnson

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes IPG Tool.

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

The district wide standards learning and collaboration time will be monitored for implementations using meeting agenda, meeting minutes, and MyPGS.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes meeting agenda, meeting minutes, and MyPGS.

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

The common planning time will be monitored for effectiveness using staff climate surveys, lesson plan checks, and PLC notes.

Person Responsible

Elizabeth Johnson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence includes staff climate surveys, lesson plan checks, and PLC Notes.

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

The administration and coaches will complete data walks of the classroom lesson plans and monitor teacher evaluations for Domain 1.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Evidence includes lesson plan data walks and teacher evaluations.

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

The PLC expectations will be monitored for effectiveness using PLC notes and lesson plans.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Evidence includes PLC notes and Lesson Plans.

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

The data chats will be monitored for effectiveness using state, county, and school standards based data.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Evidence includes state, county, and school standards based data and PLC agendas.

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

The lesson plan training will be monitored for effectiveness using data walks of the classroom lesson plans and teacher evaluations.

Person Responsible

Elizabeth Johnson

Schedule

Monthly, from 8/23/2017 to 6/1/2018

Evidence of Completion

Evidence include data walks of the classroom lesson plans and teacher evaluations.

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

The learning walks will be monitored for effectiveness using the IPG Tool.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Evidence includes IPG tool staff climate survey, and teacher evaluations.

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

The learning walks and teacher Deliberate Practice Plan will be monitored for effectiveness using the MyPGS and lesson plans.

Person Responsible

Elizabeth Johnson

Schedule

On 5/1/2018

Evidence of Completion

Evidence includes MyPGS, IPG Tool, and teacher evaluations and lesson plans.

G1.B2 A need to improve school culture and collaboration. 2

🔑 B253920

G1.B2.S1 Implementation of restorative practices school wide. 4

🔑 S268257

Strategy Rationale

Be able to create a forum for all school staff to collaborate on how to form a more positive school culture, and begin to inform stakeholders restorative practices policies.

Action Step 1 5

Restorative Practices training during preplanning time for administration.

Person Responsible

Amy Carey

Schedule

On 8/7/2017

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.

Action Step 2 5

Restorative Practices training during preplanning time for all staff.

Person Responsible

Amy Carey

Schedule

On 8/10/2017

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.

Action Step 3 `5`

Restorative Practices training during part of a professional Early Release Professional learning day.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/20/2017 to 3/21/2018

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.

Action Step 4 `5`

Creation of Policies and Procedures Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 5 `5`

Creation of Training Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 6 `5`

Creation of School Environment Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 7 `5`

Creation of Community Outreach Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 8 `5`

Creation of Student Celebration Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 9 `5`

Creation of Teacher Celebration Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

On 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 10 `5`

Creation of Restorative Practices Implementation Team Task Force with guidance and support from Stetson University representative Dr. Mundy.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Action Step 11 `5`

During all community outreach events students and their families' will be provided to information about the implementation of Restorative Practices.

Person Responsible

Amy Carey

Schedule

Monthly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Evidence will include agendas and sign in sheets from community events including School Advisory Council, schedule pick up, open house, Chick-fil-a principal nights, FACT fair, Social Studies viewing and awards night, Science Fair viewing and awards night, performing arts events, and Family Computer Center.

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

Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.

Person Responsible

Elizabeth Johnson

Schedule

On 8/7/2017

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.

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

Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.

Person Responsible

Amy Carey

Schedule

On 8/10/2017

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.

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

Restorative Practices training early release sign in sheet and Restorative Practices agenda will be collected.

Person Responsible

Amy Carey

Schedule

Quarterly, from 9/20/2017 to 6/1/2018

Evidence of Completion

Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.

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

The all Task Force teams will be monitored through Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

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

The community events with information on Restorative Practices will be monitored with sign in sheets, flyers, and announcements will be collected to show implementation.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 8/9/2017 to 5/31/2018

Evidence of Completion

Evidence will include sign in sheets, flyers, and connect ed.

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

Climate surveys, attendance reports, and discipline data will be analyzed to monitor this if Restorative Practices training are eliminating the barrier of a need to improve school culture and collaboration by administration,
SLT, and stakeholders.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 9/21/2017 to 6/1/2018

Evidence of Completion

Evidence includes Climate surveys, attendance reports, and discipline data.

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

All Task Force teams will be monitored through Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

Person Responsible

Elizabeth Johnson

Schedule

Quarterly, from 9/6/2017 to 6/1/2018

Evidence of Completion

Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.

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

The specific restorative practices surveys, parent and staff climate surveys will be analyzed to see the effectiveness of the Restorative Practices information made available during the community outreach events.

Person Responsible

Elizabeth Johnson

Schedule

Semiannually, from 5/1/2018 to 6/8/2018

Evidence of Completion

Evidence includes restorative practices surveys, parent and staff climate surveys.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M381536	The data that will be collected and reviewed throughout the year includes content level test...	Johnson, Elizabeth	8/16/2016	Evidence collected will include content level test scores, district test scores, state level test scores, teacher attendance, student attendance, discipline records, Professional Development meeting agendas PLC meeting logs, staff climate surveys, student climate surveys, family climate surveys, and community involvement.	5/31/2017 monthly
G1.B2.S1.MA1 🔑 M381531	Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.	Johnson, Elizabeth	8/7/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.	8/7/2017 one-time
G1.B2.S1.A1 🔑 A357163	Restorative Practices training during preplanning time for administration.	Carey, Amy	8/7/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.	8/7/2017 one-time
G1.B1.S1.A1 🔑 A357148	Professional development during pre-planning on the Florida State Standards.	Canetti, Alan	8/9/2017	Evidence includes professional development sign in, MyPGS, and teacher DPP.	8/9/2017 one-time
G1.B2.S1.MA2 🔑 M381532	Restorative Practices training sign in sheet and Restorative Practices agenda will be collected.	Carey, Amy	8/10/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.	8/10/2017 one-time
G1.B2.S1.A2 🔑 A357164	Restorative Practices training during preplanning time for all staff.	Carey, Amy	8/10/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.	8/10/2017 one-time
G1.B1.S1.MA1 🔑 M381506	Track teachers' completion of Florida State Standards County training.	Canetti, Alan	8/14/2017	Evidence includes MYPGS log in, sign in sheets, and agendas.	8/14/2017 one-time
G1.B1.S2.MA3 🔑 M381523	The PLC expectations will be monitored for implementations using PLC sign in sheets, PLC agendas,...	Canetti, Alan	8/15/2017	Evidence includes PLC expectations worksheet, PLC sign in sheets, and PLC agendas.	8/15/2017 one-time
G1.B1.S2.A3 🔑 A357158	Staff will complete PLC expectations to make sure there is a focus on the Florida State Standards...	Harvey, Timberlay	8/15/2017	Evidence includes PLC norms work sheet, PLC sign in sheets, and PLC agendas.	8/15/2017 one-time
G1.B1.S1.A6 🔑 A357153	The math department request to use the Florida State Standards aligned USA Test Prep to gain a new...	Lane, Susan	8/16/2017	Evidence includes USA Test Prep Reports and School Advisory Council agenda for funding approval.	8/16/2017 one-time
G1.B1.S2.A5 🔑 A357160	Staff will complete training during PLC of the lesson plan expectations.	Harvey, Timberlay	8/22/2017	Evidence includes PLC sign in sheets, PLC agendas, and lesson plan templates.	8/22/2017 one-time
G1.B1.S2.MA5 🔑 M381525	The lesson plan training will be monitored for implementations using PLC sign in sheets, PLC...	Carey, Amy	8/23/2017	Evidence includes PLC sign in sheets, PLC agendas and lesson plan templates.	8/23/2017 one-time
G1.B1.S1.A2 🔑 A357149	Staff will participate in professional development during Professional Development Day on the...	Canetti, Alan	9/1/2017	Evidence includes professional development sign in, MyPGS and teacher DPP.	9/1/2017 one-time
G1.B1.S2.A7 🔑 A357162	Professional learning time on a district level to review content based standards and work...	Canetti, Alan	9/1/2017	Evidence includes meeting agenda, meeting minutes, and MyPGS.	9/1/2017 one-time
G1.B1.S1.MA2 🔑 M381507	Track teachers completion of Florida State Standards County training.	Canetti, Alan	9/5/2017	Evidence includes MYPGS log in, sign in sheets, and agendas.	9/5/2017 one-time
G1.B1.S1.A8 🔑 A357155	Staff will be given additional Florida State Standards aligned resources based in technology...	Lane, Susan	9/5/2017	Evidence includes PLC sign in, PLC logs, and PLC agendas.	9/5/2017 one-time
G1.B1.S1.MA8 🔑 M381513	The coaches and support staff will create agendas to structure PLC's to focus on Florida State...	Harvey, Timberlay	9/6/2017	Evidence includes Florida State Standards resources print out, PLC agendas and coaches' logs.	9/6/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5 🔑 A357152	Specifically new staff members will be given training on the Florida State Standards.	Carey, Amy	9/8/2017	Evidence includes sign in sheets and meetings agendas.	9/8/2017 one-time
G1.B1.S1.MA5 🔑 M381510	The new staff trainings will monitored through sign in sheets and agendas.	Johnson, Elizabeth	9/11/2017	Evidence includes sign in sheets and agendas.	9/11/2017 one-time
G1.B1.S2.A2 🔑 A357157	Staff will be trained on Danielson Framework Domain 1 during a PLC meeting.	Harvey, Timberlay	9/12/2017	Evidence includes PLC sign in sheets, PLC monitoring forms and PLC agendas.	9/12/2017 one-time
G1.B1.S2.MA2 🔑 M381522	The PLC sign in sheets, PLC monitoring forms and PLC agendas will be collected.	Canetti, Alan	9/18/2017	Evidence includes PLC sign in sheets, PLC monitoring forms and PLC agendas.	9/18/2017 one-time
G1.B1.S1.A4 🔑 A357151	The staff will be trained during PLC meetings on the Florida State Standards and provided resources...	Harvey, Timberlay	10/3/2017	Evidence includes PLC sign in sheets and PLC agendas.	10/3/2017 one-time
G1.B1.S1.MA4 🔑 M381509	The PLC sign in sheets and PLC agendas will be collected to monitor the implementation of the two...	Johnson, Elizabeth	10/4/2017	Evidence includes PLC sign in sheets and agendas.	10/4/2017 one-time
G1.B1.S1.A3 🔑 A357150	Staff will participate in professional development during County Early Release Professional...	Canetti, Alan	10/4/2017	Evidence will include professional development sign in, MyPGS, and teacher DPP.	2/7/2018 quarterly
G1.B2.S1.A3 🔑 A357165	Restorative Practices training during part of a professional Early Release Professional learning...	Carey, Amy	9/20/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.	3/21/2018 quarterly
G1.B1.S2.MA14 🔑 M381520	The learning walks and teacher Deliberate Practice Plan will be monitored for effectiveness using...	Johnson, Elizabeth	5/1/2018	Evidence includes MyPGS, IPG Tool, and teacher evaluations and lesson plans.	5/1/2018 one-time
G1.B1.S2.A6 🔑 A357161	Staff will complete learning walks through the classrooms to gain more collaboration on strategies...	Harvey, Timberlay	9/1/2017	Evidence includes IPG Tool and PLC agendas.	5/1/2018 biweekly
G1.B1.S2.MA4 🔑 M381524	The data chats will be monitored for implementations using PLC sign in sheets, PLC agendas, and...	Carey, Amy	9/15/2017	Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, and PLC agendas.	5/29/2018 monthly
G1.B1.S1.MA6 🔑 M381511	The math department request to use the Florida State Standards aligned USA Test Prep to gain a new...	Lane, Susan	10/2/2017	Evidence will include USA Test Prep Reports and School Advisory Council agenda for funds.	5/31/2018 monthly
G1.B2.S1.MA7 🔑 M381535	The community events with information on Restorative Practices will be monitored with sign in...	Johnson, Elizabeth	8/9/2017	Evidence will include sign in sheets, flyers, and connect ed.	5/31/2018 quarterly
G1.B2.S1.A11 🔑 A357173	During all community outreach events students and their families' will be provided to information...	Carey, Amy	8/9/2017	Evidence will include agendas and sign in sheets from community events including School Advisory Council, schedule pick up, open house, Chick-fil-a principal nights, FACT fair, Social Studies viewing and awards night, Science Fair viewing and awards night, performing arts events, and Family Computer Center.	5/31/2018 monthly
G1.B1.S1.MA1 🔑 M381498	Administration and SLT will analyze collected data, SLT meeting minutes and staff DPP to see if...	Johnson, Elizabeth	8/14/2017	Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.	6/1/2018 one-time
G1.B1.S1.MA10 🔑 M381499	Administration and SLT analyze collected data, SLT meeting minutes and staff DPP to see if there...	Johnson, Elizabeth	9/5/2017	Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.	6/1/2018 monthly
G1.B1.S1.MA11 🔑 M381500	The collected data will be analyzed, SLT meeting minutes review, and staff DPP to see if there was...	Johnson, Elizabeth	10/4/2017	Evidence includes SLT meeting minutes, teacher DPP, county, state, and school testing data.	6/1/2018 monthly
G1.B1.S1.MA12 🔑 M381501	The administration will perform data walks with written observation of staffs' knowledge of the PLC...	Johnson, Elizabeth	10/4/2017	Evidence includes data walk forms, observation notes, lesson plans, SLT meeting notes.	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA13 M381502	The new staff will be asked to complete a climate survey and knowledge of standards survey to show...	Johnson, Elizabeth	2/1/2018	Evidence includes facility climate surveys an Florida State Standards knowledge survey.	6/1/2018 one-time
G1.B1.S1.MA14 M381503	State, county, and school math test data will be analyzed to see if the math scores improved with...	Johnson, Elizabeth	6/1/2018	Evidence includes math test data and coaches meeting agendas.	6/1/2018 one-time
G1.B1.S1.MA15 M381504	The coaches and administration will monitor the PLC's and staff's use of the Florida State...	Johnson, Elizabeth	8/9/2017	Evidence includes data walk through forms, observation forms, and staff Climate surveys.	6/1/2018 monthly
G1.B1.S1.MA16 M381505	The administration will perform data walks with written observation of staffs' knowledge of the PLC...	Johnson, Elizabeth	9/6/2017	Evidence includes data walk through forms, observation forms, and staff Climate surveys.	6/1/2018 monthly
G1.B1.S1.MA3 M381508	There will be a tracking of teachers' completion of Florida State Standards County Early Release...	Canetti, Alan	10/5/2017	Evidence includes MYPGS log in, sign in sheets, and agendas.	6/1/2018 quarterly
G1.B1.S1.MA7 M381512	The coaches and support staff will create agendas to structure PLC's to focus on Florida State...	Johnson, Elizabeth	8/8/2017	Evidence includes PLC agendas and coaches' logs.	6/1/2018 one-time
G1.B1.S1.A7 A357154	Coaches and support staff will be available in office during the school day to all staff members to...	Harvey, Timberlay	8/8/2017	Evidence includes coaches logs, scheduled meetings, and email communication with academics coaches.	6/1/2018 one-time
G1.B2.S1.MA1 M381528	Climate surveys, attendance reports, and discipline data will be analyzed to monitor this if...	Johnson, Elizabeth	9/21/2017	Evidence includes Climate surveys, attendance reports, and discipline data.	6/1/2018 quarterly
G1.B2.S1.MA6 M381529	All Task Force teams will be monitored through Task Force sign in sheets, Task Force meeting...	Johnson, Elizabeth	9/6/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.MA3 M381533	Restorative Practices training early release sign in sheet and Restorative Practices agenda will be...	Carey, Amy	9/20/2017	Evidence includes Restorative Practices training sign in sheet and Restorative Practices agenda.	6/1/2018 quarterly
G1.B2.S1.MA4 M381534	The all Task Force teams will be monitored through Task Force sign in sheets, Task Force meeting...	Johnson, Elizabeth	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A4 A357166	Creation of Policies and Procedures Team Task Force with guidance and support from Stetson...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A5 A357167	Creation of Training Team Task Force with guidance and support from Stetson University...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A6 A357168	Creation of School Environment Team Task Force with guidance and support from Stetson University...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A7 A357169	Creation of Community Outreach Team Task Force with guidance and support from Stetson University...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A8 A357170	Creation of Student Celebration Team Task Force with guidance and support from Stetson University...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B2.S1.A9 A357171	Creation of Teacher Celebration Team Task Force with guidance and support from Stetson University...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 one-time
G1.B2.S1.A10 A357172	Creation of Restorative Practices Implementation Team Task Force with guidance and support from...	Carey, Amy	9/5/2017	Evidence includes Task Force sign in sheets, Task Force meeting agendas, and Task Force meeting minutes.	6/1/2018 quarterly
G1.B1.S2.MA1 M381514	The common planning time will be monitored for effectiveness using staff climate surveys, lesson...	Johnson, Elizabeth	8/14/2017	Evidence includes staff climate surveys, lesson plan checks, and PLC Notes.	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA9 M381515	The administration and coaches will complete data walks of the classroom lesson plans and monitor...	Johnson, Elizabeth	9/18/2017	Evidence includes lesson plan data walks and teacher evaluations.	6/1/2018 monthly
G1.B1.S2.MA10 M381516	The PLC expectations will be monitored for effectiveness using PLC notes and lesson plans.	Johnson, Elizabeth	8/16/2017	Evidence includes PLC notes and Lesson Plans.	6/1/2018 monthly
G1.B1.S2.MA11 M381517	The data chats will be monitored for effectiveness using state, county, and school standards based...	Johnson, Elizabeth	8/15/2017	Evidence includes state, county, and school standards based data and PLC agendas.	6/1/2018 monthly
G1.B1.S2.MA12 M381518	The lesson plan training will be monitored for effectiveness using data walks of the classroom...	Johnson, Elizabeth	8/23/2017	Evidence include data walks of the classroom lesson plans and teacher evaluations.	6/1/2018 monthly
G1.B1.S2.MA13 M381519	The learning walks will be monitored for effectiveness using the IPG Tool.	Johnson, Elizabeth	9/1/2017	Evidence includes IPG tool staff climate survey, and teacher evaluations.	6/1/2018 quarterly
G1.B1.S2.MA1 M381521	The common planning time will be monitored for implementation using PLC notes and lesson plans.	Johnson, Elizabeth	8/14/2017	Evidence includes PLC notes and lesson plans.	6/1/2018 weekly
G1.B1.S2.MA6 M381526	The learning walks will be monitored for implementations using IPG Tool.	Johnson, Elizabeth	9/5/2017	Evidence includes IPG Tool.	6/1/2018 biweekly
G1.B1.S2.MA7 M381527	The district wide standards learning and collaboration time will be monitored for implementations...	Johnson, Elizabeth	9/5/2017	Evidence includes meeting agenda, meeting minutes, and MyPGS.	6/1/2018 quarterly
G1.B1.S2.A1 A357156	Staff will be given common planning time in departments to allow for more collaborative work time...	Johnson, Elizabeth	8/14/2017	Evidence includes group planning paperwork, PLC notes and lesson plans.	6/1/2018 daily
G1.B1.S2.A4 A357159	Staff will complete data chats during PLC time to gain more collaboration on strategies to reach...	Harvey, Timberlay	9/15/2017	Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, and PLC agendas.	6/1/2018 biweekly
G1.B2.S1.MA8 M381530	The specific restorative practices surveys, parent and staff climate surveys will be analyzed to...	Johnson, Elizabeth	5/1/2018	Evidence includes restorative practices surveys, parent and staff climate surveys.	6/8/2018 semiannually

V. Professional Development Opportunities

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

G1. If teachers work collaboratively to develop and implement rigorous lessons aligned with the Florida State Standards, then student achievement in all content areas will increase.

G1.B1 A lack of time to gain knowledge of the Florida State Standards and the Florida State Standards aligned resources to implement rigorous and cohesive Florida State Standards aligned lessons.

G1.B1.S1 More exposure to the Florida State Standards and the aligned resources.

PD Opportunity 1

Professional development during pre-planning on the Florida State Standards.

Facilitator

District Staff

Participants

All staff based on their content area.

Schedule

On 8/9/2017

PD Opportunity 2

Staff will participate in professional development during Professional Development Day on the Florida State Standards.

Facilitator

District Staff

Participants

All staff based on their content area.

Schedule

On 9/1/2017

PD Opportunity 3

Staff will participate in professional development during County Early Release Professional Development Day on the Florida State Standards.

Facilitator

District staff

Participants

All staff based on their content area.

Schedule

Quarterly, from 10/4/2017 to 2/7/2018

PD Opportunity 4

The staff will be trained during PLC meetings on the Florida State Standards and provided resources for knowledge and understanding of the Florida State Standards based on staff content areas to be used in daily classroom lesson plans.

Facilitator

Ms. Harvey and Ms. Lane

Participants

All staff based on their content area.

Schedule

On 10/3/2017

PD Opportunity 5

Specifically new staff members will be given training on the Florida State Standards.

Facilitator

Ms. Carey

Participants

Audience includes on new educational staff members.

Schedule

On 9/8/2017

PD Opportunity 6

Staff will be given additional Florida State Standards aligned resources based in technology including CPALMS.

Facilitator

Ms. Lane and Ms. Harvey

Participants

All staff based on content areas.

Schedule

On 9/5/2017

G1.B1.S2 Increase collaboration time to create rigorous Florida State Standards aligned lessons.

PD Opportunity 1

Staff will be trained on Danielson Framework Domain 1 during a PLC meeting.

Facilitator

Ms. Harvey and Ms. Lane

Participants

All staff based on content areas.

Schedule

On 9/12/2017

PD Opportunity 2

Staff will complete training during PLC of the lesson plan expectations.

Facilitator

Ms. Harvey and Ms. Lane

Participants

All staff based on content area.

Schedule

On 8/22/2017

PD Opportunity 3

Professional learning time on a district level to review content based standards and work collaboratively with staff from other schools to create and share resources to have strong standards based lessons.

Facilitator

District staff

Participants

All staff district wide based on their content areas.

Schedule

On 9/1/2017

G1.B2 A need to improve school culture and collaboration.

G1.B2.S1 Implementation of restorative practices school wide.

PD Opportunity 1

Restorative Practices training during preplanning time for administration.

Facilitator

Mr. Prince and Dr. Mundy

Participants

All administrative staff.

Schedule

On 8/7/2017

PD Opportunity 2

Restorative Practices training during preplanning time for all staff.

Facilitator

Dr. Mundy and Mr. Prince

Participants

All educational staff.

Schedule

On 8/10/2017

PD Opportunity 3

Restorative Practices training during part of a professional Early Release Professional learning day.

Facilitator

Dr. Mundy and Mr. Prince

Participants

All educational staff.

Schedule

Quarterly, from 9/20/2017 to 3/21/2018

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	Professional development during pre-planning on the Florida State Standards.	$0.00
2	G1.B1.S1.A2	Staff will participate in professional development during Professional Development Day on the Florida State Standards.	$0.00
3	G1.B1.S1.A3	Staff will participate in professional development during County Early Release Professional Development Day on the Florida State Standards.	$0.00
4	G1.B1.S1.A4	The staff will be trained during PLC meetings on the Florida State Standards and provided resources for knowledge and understanding of the Florida State Standards based on staff content areas to be used in daily classroom lesson plans.	$0.00
5	G1.B1.S1.A5	Specifically new staff members will be given training on the Florida State Standards.	$0.00
6	G1.B1.S1.A6	The math department request to use the Florida State Standards aligned USA Test Prep to gain a new resource and make all staff knowledgeable of the Florida State Math Standards.	$1,400.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3931 - New Smyrna Beach Middle School	School Improvement Funds		$1,400.00
			Notes: School Advisory Council approved funds request for USA Test Prep spending.			

7	G1.B1.S1.A7	Coaches and support staff will be available in office during the school day to all staff members to help with a better knowledge of the Florida State Standards and the resources available to the staff to learn more about the Florida State Standards.	$0.00
8	G1.B1.S1.A8	Staff will be given additional Florida State Standards aligned resources based in technology including CPALMS.	$0.00
9	G1.B1.S2.A1	Staff will be given common planning time in departments to allow for more collaborative work time to create rigorous and cohesive Florida State Standards aligned lessons.	$0.00
10	G1.B1.S2.A2	Staff will be trained on Danielson Framework Domain 1 during a PLC meeting.	$0.00
11	G1.B1.S2.A3	Staff will complete PLC expectations to make sure there is a focus on the Florida State Standards and creating rigorous standards aligned lessons.	$0.00
12	G1.B1.S2.A4	Staff will complete data chats during PLC time to gain more collaboration on strategies to reach the Florida State Standards through rigorously designed lessons and compare standards based data to accommodate all student needs.	$0.00
13	G1.B1.S2.A5	Staff will complete training during PLC of the lesson plan expectations.	$0.00

14	G1.B1.S2.A6	Staff will complete learning walks through the classrooms to gain more collaboration on strategies to reach the Florida State Standards through rigorously designed lessons.	$0.00
15	G1.B1.S2.A7	Professional learning time on a district level to review content based standards and work collaboratively with staff from other schools to create and share resources to have strong standards based lessons.	$0.00
16	G1.B2.S1.A1	Restorative Practices training during preplanning time for administration.	$0.00
17	G1.B2.S1.A10	Creation of Restorative Practices Implementation Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
18	G1.B2.S1.A11	During all community outreach events students and their families' will be provided to information about the implementation of Restorative Practices.	$0.00
19	G1.B2.S1.A2	Restorative Practices training during preplanning time for all staff.	$0.00
20	G1.B2.S1.A3	Restorative Practices training during part of a professional Early Release Professional learning day.	$0.00
21	G1.B2.S1.A4	Creation of Policies and Procedures Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
22	G1.B2.S1.A5	Creation of Training Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
23	G1.B2.S1.A6	Creation of School Environment Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
24	G1.B2.S1.A7	Creation of Community Outreach Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
25	G1.B2.S1.A8	Creation of Student Celebration Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
26	G1.B2.S1.A9	Creation of Teacher Celebration Team Task Force with guidance and support from Stetson University representative Dr. Mundy.	$0.00
		Total:	$1,400.00