Volusia County Schools

Silver Sands Middle School

2017-18 Schoolwide Improvement Plan

Silver Sands Middle School

1300 HERBERT ST, Port Orange, FL 32129

http://myvolusiaschools.org/school/silversandsmiddle/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	29%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	B

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 Silver Sands 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.

Silver Sands is committed to building individual character and achievement by linking learning to life through real world applications.

b. Provide the school's vision statement.

Silver Sands Middle School follows the vision statement of Volusia County Schools: Ensuring all students receive a superior 21st century education.

2. School Environment

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

Camps Sands is a program designed to acquaint new students with our campus, the faculty, and one another. Teachers and student-leaders known as Web Leaders work through coordinated ice-breaking activities designed to learn about their students and establish a rapport.

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

To promote positive behavior and build a school community based upon consistent safety and responsibilities, the school-based Behavior Leadership Team develops policies, procedures and expectations intended for all students and staff for a variety of settings across campus. Specific and longstanding initiatives include the constant list of classroom/students behaviors with a built-in pyramid of consequences (teacher reactions) known as the Warrior Code.

School leadership, along with campus advisers and supplemented teachers, as well as, the expectation of teachers/staff to provide hall monitoring between all classes, establish effective monitoring of campus throughout the school day. Through this visibility and supervision, the students have access to adults on a constant basis.

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.

Behavior Leadership Team policies, procedures and expectations are based upon behavioral data and are implicitly reinforced throughout the year. the membership of the BLT is inclusive of all areas (core instruction, administration, etc.).

The Leadership Team works collaboratively with BLT and the principal to protect instructional time and monitor the instituted policies/procedures for fidelity as well as reflection for needed change, as well.

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.

SSMS provides the following non-violence and anti-drug programs:
- Student mentoring program
- Students Working Against Tobacco (SWAT)

All students are screened quarterly by the school counselors for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or students would benefit from targeted interventions to address specific behavior and social-emotional areas. Student services personnel provide direct and indirect evidenced-based supports to students identified through the screening measure.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Silver Sands Middle accesses the Early Warning Systems (EWS) quarterly. The EWS is a specialized report available to middle schools. the indicators are as follows:

-Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions
-Year to date suspensions (at risk if 1 or more), which includes in-school and out-of-school suspension
-Level 1 score on the statewide, standardized assessment in ELA or Math

Pursuant to Florida Statute, any student who meets at lease 2 of the aforementioned indicators is identified on the Early Warning System and parents notification is made, inviting them to a meeting at the school.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	40	58	79	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	40	45	38	0	0	0	0	123
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	74	86	53	0	0	0	0	213

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	70	90	77	0	0	0	0	237

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 the end of year report for the 2015-2016 school year and will be updated quarterly within 5 days of the end of the 9 weeks.

The above data (b2) reflects the number of students exhibiting 3 or more indicators at the end of the 2015-2016 school year.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g. attendance below 90%, patterns of discipline referrals, etc.) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which groups data are considered and evidence-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 tenets of Positive Behavioral Supports.

Regular review of the Early Warning Systems report enables the school team to determine if interventions are successful in addressing ares of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by 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

Silver Sands Middle School will increase the number of informational meetings held for parents/ guardians to support their understanding and use of Volusia Information Management Systems (VIMS) as a way to stay informed, as well as, increase the number of parents involved in our School Advisory Council.

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.

The school builds and sustains with the local community by holding such events as alongside and in collaboration with:
Open House
Schedule Pick-Up
PTSA

Business Partners
Career Day
Registration
Camp Sands
Port Orange Family Days
Book Carnival and Bookin' IT 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
Wiles, Amanda	Principal
Jones, Jessica	Instructional Media
Alligood, Kevin	Teacher, K-12
Culver, Tracia	Assistant Principal
Gilmore, Samantha	Teacher, K-12
Halsema, Diane	Teacher, K-12
Leathead, Todd	Assistant Principal
Lecras, Timothy	Teacher, K-12
Mongelli, Joanne	Instructional Coach
Alves, Aaron	Assistant Principal

b. Duties

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

The school-based SLT identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, 8 step plan is a data-driven

framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
Silver Sands offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs
Silver Sands offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Nutrition and Wellness classes
• Running Club

Job Training
Silver Sands offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.
Silver Sands offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, and Technology career clusters.
Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Amanda Wiles	Principal
Ellen Kidwell-Burns	Parent
Brittney Greenwalt	Parent
Therese Humbles	Parent
Gloria Scholz	Parent
Tracia Culver	Teacher
Mary Ann Cunningham	Parent
Tim Carignan	Teacher
Christy Gillis	Parent
Mark Kraft	Teacher
Corey Mccormack	Teacher
Jacquelyn Quillen	Parent
Marie Sylvester	Teacher

b. Duties

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

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 sought input by sharing Step Zero's results with the faculty as well as the School Advisory Council.

b. Development of this school improvement plan

During the course of the year, SAC members will work collaboratively with the principal to promote best practices for successful implementation of the School Improvement Plan goals.

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

The schools' annual budget and spending plan are shared for input and discussion during monthly SAC meetings.

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

When called upon to do so, SAC members will vote to approve the use of SAC funds as requested by the faculty/staff and principal. All the while, SAC will adhere to and practice under the agreed upon by-laws. Specific allocations are to be determined based on department needs in regards to the level of support during implementation of school-wide goal(s).

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
Gilmore, Samantha	Teacher, K-12
Mongelli, Joanne	Instructional Coach
Jones, Jessica	Instructional Media
Wiles, Amanda	Principal

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy supports available.
The school-wide literacy initiative, Linking Literacy to Life, promotes reading and writing as a school each week. Each department is responsible for providing the text that everyone in the school will interact and respond to. Additionally, PD has been provided on differentiation as well as close reading and writing strategies through the leadership and collaboration of the LLT.
Further means of literacy advocacy and promotion occurs through Professional Learning Communities, participation and sponsorship of the Volusia County's Secondary Literacy Fair, hosting a Scholastic book fair during Open House, and in-depth, logistical preparation of the School Improvement Plan.

D. Public and Collaborative Teaching

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

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

Silver Sands encourages positive working relationships between teachers through common planning, Professional Learning Communities (PLC's), lesson studies, Linking Literacy to Life cross-curricular literacy initiative, and professional development based on the needs of SSMS's faculty.

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

Silver Sands Middle participates in the annual Volusia Schools job fair and instructional transfer fain in an effort to recruit highly qualified teachers. New teachers participate in the new teacher program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel.

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

Silver Sands Middle School participates in the new teacher program for teachers new to teaching or in-need of support for growth and development. Pairings are determined through the district coordinators and PAR teachers are assigned to those in-need. Each new teacher is assigned a veteran teacher as a "mentor" to assist them in navigating the ins and outs of teaching at Silver Sands.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At the secondary level, the Volusia County schools district curriculum specialists leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, within these teacher teams, formative and summative assessments are aligned with each content area's standards to facilitate effective monitoring of student achievement. School leaders and teachers are provided professional development on the implementation of the curriculum maps, resources and assessments.

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.

At Silver Sands, common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period known as Warrior Time. Within PLC's, teachers utilize curriculum maps and instructional calendars to create targeted instruction, especially for remediation purposes.

When necessary, teachers make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas.

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: Before School Program

Minutes added to school year: 11,520

The Media Center is open to students needing access to resources and technology for thirty minutes before the start of each school day.

Teachers from all subject areas offer lunchtime and/or before/after school tutoring at times determined by the individual teacher.

A 25 minute remediation opportunity is offered daily and known as Warrior Time. During this time, students can engage in remediation for what they don't yet show proficiency or enrichment for what they've mastered.

PLC's meet weekly during common planning to collaborate on school-wide and/or individual student data trends, instructional practices/pacing and professional development efforts/focus.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wiles, Amanda, anwiles@volusia.k12.fl.us

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

Students, parents, teachers and administration should see an opportunity for extended instructional time that positively influences academic achievement, engagement and confidence measurable through classroom data and feedback opportunities.Two surveys for feedback are conducted each year, one by the Media Advisory Council and a second by the School Advisory Council.

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, §
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.

Silver Sands Middle works with feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with the new campus. We make available Web Leaders, exemplary 8th grade students, to give visiting 5th graders a tour of the school. A few months later, just prior to the start of the new school year, incoming 6th graders are invited back to tour the campus and engage in ice-breaker, trust-building activities with their soon-to-be peers.

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grade students with their transition to high school. High school personnel from the same feeder schools visit our students

and teachers to provide information about student academics and activities as well as the registration process for their particular programs of study.

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.

Silver Sands Middle offers students elective courses in art, business, technology, and journalism. Many of these courses focus on job skills and real-world information. Each year, the guidance staff coordinates a career day. In the weeks prior to the event, students fill out an interest survey which are used to sort students into a track for the day's events and speakers. During career day, guest speakers from a wide range and diverse selection of professions speak to students about the ins and outs of their prospective careers.

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

Information is disseminated regarding high school academies and dual enrollment opportunities so that students may begin considering these options and opportunities while still in the middle school grades. A course is also offered titled Digital Information Technology that allows students to access and complete Microsoft Certification exams for industry certification in the Microsoft suite products.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.

The following data was used to help determine our school improvement goals.

6th Grade ELA - 45% 7th Grade ELA - 45% 8th Grade ELA - 51%

6th Grade Math - 30% 7th Grade Math - 45% 8th Grade Math - 64%
7th Grade Algebra 1 - 90% 8th Grade Algebra 1 - 81%
8th Grade Geometry - 86%

Based on these learning gains from the 2016 - 2017 school year, we believe that the strategies we plan to put in place, should increase learning in the 2017 - 2018 school year.

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 Silver Sands Middle School Teachers engage students in rigorous, standards-based lessons using learning targets to focus instruction and collaborate within their PLCs to ensure student equity, then academic achievement will increase.

Strategic Goals Detail

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

G1. If Silver Sands Middle School Teachers engage students in rigorous, standards-based lessons using learning targets to focus instruction and collaborate within their PLCs to ensure student equity, then academic achievement will increase. 1a

🔑 G099220

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
FSA ELA Achievement	65.0
FCAT 2.0 Science Proficiency	75.0
Civics EOC Pass	82.0
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of Training and understanding of the instructional shifts and the alignment to standards.

- Ineffective use of PLC's

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities

- Volusia Instructional Management Systems- Pinnacle/PGS

- Early Release Professional Learning

- Warrior Time, daily remediation

- Student Achievement Databases- Data Warehouse and Eduphoria

- Digital Learning Technology

- Monthly and weekly recognition programs, such as, Warrior of the Week and Faculty/Staff Member of the month

- Curricular Resources- textbooks, curriculum maps and instructional calendars

- Digital Learning Teacher Leader

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Amanda Wiles

Schedule

Evidence of Completion
Midyear review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Amanda Wiles

Schedule
Annually, from 8/25/2017 to 6/1/2018

Evidence of Completion
Step Zero for 2018-2019 SIP

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If Silver Sands Middle School Teachers engage students in rigorous, standards-based lessons using learning targets to focus instruction and collaborate within their PLCs to ensure student equity, then academic achievement will increase. 1

🔑 G099220

G1.B1 Lack of Training and understanding of the instructional shifts and the alignment to standards. 2

🔑 B267201

G1.B1.S1 Develop knowledge and skills for standards aligned instruction based on the shifts. 4

🔑 S283040

Strategy Rationale

Professional development is a necessary and proven method for positively impacting a teacher's craft, and is more effective when teachers are given choice such as in a learning menu.

Action Step 1 5

Assessing reporting categories by subject to guide instruction with aligned standards.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

Action Step 2 5

Learning target training to include academic language.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

Action Step 3 `5`

Through PLC's determine the level of rigor necessary to attain the standard.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

Action Step 4 `5`

Provide training to engage the students using technology and complex texts.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

Action Step 5 `5`

Monitor and provide feedback and coaching as needed.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

Action Step 6 5

Participate in quarterly learning walks.

Person Responsible

Amanda Wiles

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes

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

Using classroom walk-thru data and formal observations, administrators will monitor the effectiveness of professional development on using learning targets that include rigorous success criteria.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 9/15/2017 to 6/8/2018

Evidence of Completion

Student assessment date uploaded to Eduphoria and gradebook observation and walk thru data will show evidence of teacher adjusting their teaching according to the needs of their students.

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

Using classroom walk-thru data and formal observations data, administrators will monitor the effectiveness of professional development on learning targets that include rigorous success criteria aligned to the shifts.

Person Responsible

Amanda Wiles

Schedule

Quarterly, from 8/25/2017 to 6/1/2018

Evidence of Completion

VSET evidence, PLC minutes, monthly walk thru data, VLT scores will increase over time, State testing scores will improve.

G1.B2 Ineffective use of PLC's 2

🔑 B267202

G1.B2.S1 Reboot of PLC's 4

🔑 S283041

Strategy Rationale

Action Step 1 5

Provide professional learning on structure and effective use of PLC time.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC minutes Leadership team meeting minutes

Action Step 2 5

Provide training on the four essential questions.

Person Responsible

Amanda Wiles

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC minutes Leadership team meeting minutes

Action Step 3 5

Participate in Student Voice book study through PLC's.

Person Responsible

Amanda Wiles

Schedule

On 5/30/2018

Evidence of Completion

PLC minutes Leadership team meeting minutes

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

Walk-thrus, VSET evidence, classroom and PLC visits by Academic Coac

Person Responsible

Amanda Wiles

Schedule

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

Evidence of Completion

Walk-thrus, monitoring effectiveness with student self-assessment

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

Walk-thrus, VSET evidence, classroom and PLC visits by Academic Coach

Person Responsible

Amanda Wiles

Schedule

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

Evidence of Completion

Walk thrus, monitoring effectiveness with self assessment

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 🔑 M415317	SIP Midyear Review	Wiles, Amanda	6/1/2018	Midyear review in CIMS	No End Date one-time
G1.B1.S1.A1 🔑 A381993	Assessing reporting categories by subject to guide instruction with aligned standards.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 monthly
G1.B1.S1.A2 🔑 A381994	Learning target training to include academic language.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 monthly
G1.B1.S1.A3 🔑 A381995	Through PLC's determine the level of rigor necessary to attain the standard.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 monthly
G1.B1.S1.A4 🔑 A381996	Provide training to engage the students using technology and complex texts.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 monthly
G1.B1.S1.A5 🔑 A381997	Monitor and provide feedback and coaching as needed.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 monthly
G1.B1.S1.A6 🔑 A381998	Participate in quarterly learning walks.	Wiles, Amanda	8/14/2017	Professional Development Surveys as conducted through Survey Monkey Faculty meetings in order to debrief and share summary/reflection of breakout sessions PLC meeting minutes Pinnacle Walk-throughs Leadership team meeting minutes	5/30/2018 quarterly
G1.B2.S1.A1 🔑 A381999	Provide professional learning on structure and effective use of PLC time.	Wiles, Amanda	8/14/2017	PLC minutes Leadership team meeting minutes	5/30/2018 monthly
G1.B2.S1.A2 🔑 A382000	Provide training on the four essential questions.	Wiles, Amanda	8/14/2017	PLC minutes Leadership team meeting minutes	5/30/2018 monthly
G1.B2.S1.A3 🔑 A382001	Participate in Student Voice book study through PLC's.	Wiles, Amanda	8/14/2017	PLC minutes Leadership team meeting minutes	5/30/2018 one-time
G1.MA2 🔑 M415318	State Assessment Results	Wiles, Amanda	8/25/2017	Step Zero for 2018-2019 SIP	6/1/2018 annually
G1.B1.S1.MA1 🔑 M415313	Using classroom walk-thru data and formal observations data, administrators will monitor the...	Wiles, Amanda	8/25/2017	VSET evidence, PLC minutes, monthly walk thru data, VLT scores will increase	6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				over time, State testing scores will improve.	
G1.B2.S1.MA1 🔍 M415315	Walk-thrus, VSET evidence, classroom and PLC visits by Academic Coach	Wiles, Amanda	9/1/2017	Walk thrus, monitoring effectiveness with self assessment	6/1/2018 monthly
G1.B2.S1.MA1 🔍 M415316	Walk-thrus, VSET evidence, classroom and PLC visits by Academic Coac	Wiles, Amanda	9/1/2017	Walk-thrus, monitoring effectiveness with student self-assessment	6/1/2018 monthly
G1.B1.S1.MA1 🔍 M415314	Using classroom walk-thru data and formal observations, administrators will monitor the...	Wiles, Amanda	9/15/2017	Student assessment date uploaded to Eduphoria and gradebook observation and walk thru data will show evidence of teacher adjusting their teaching according to the needs of their students.	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. If Silver Sands Middle School Teachers engage students in rigorous, standards-based lessons using learning targets to focus instruction and collaborate within their PLCs to ensure student equity, then academic achievement will increase.

G1.B1 Lack of Training and understanding of the instructional shifts and the alignment to standards.

G1.B1.S1 Develop knowledge and skills for standards aligned instruction based on the shifts.

PD Opportunity 1

Assessing reporting categories by subject to guide instruction with aligned standards.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Learning target training to include academic language.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 3

Through PLC's determine the level of rigor necessary to attain the standard.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 4

Provide training to engage the students using technology and complex texts.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 5

Monitor and provide feedback and coaching as needed.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 6

Participate in quarterly learning walks.

Facilitator

School Leadership Team Administration Department Chairs

Participants

Faculty

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

G1.B2 Ineffective use of PLC's

G1.B2.S1 Reboot of PLC's

PD Opportunity 1

Provide professional learning on structure and effective use of PLC time.

Facilitator

SLT Administration

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Provide training on the four essential questions.

Facilitator

SLT Administration

Participants

Faculty

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 3

Participate in Student Voice book study through PLC's.

Facilitator

Adminstration Department Chairs Meg Roa

Participants

Faculty

Schedule

On 5/30/2018

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	Assessing reporting categories by subject to guide instruction with aligned standards.	$0.00
2	G1.B1.S1.A2	Learning target training to include academic language.	$0.00
3	G1.B1.S1.A3	Through PLC's determine the level of rigor necessary to attain the standard.	$0.00
4	G1.B1.S1.A4	Provide training to engage the students using technology and complex texts.	$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and coaching as needed.	$0.00
6	G1.B1.S1.A6	Participate in quarterly learning walks.	$0.00
7	G1.B2.S1.A1	Provide professional learning on structure and effective use of PLC time.	$0.00
8	G1.B2.S1.A2	Provide training on the four essential questions.	$0.00
9	G1.B2.S1.A3	Participate in Student Voice book study through PLC's.	$0.00
		Total:	$0.00