

Volusia County Schools

Deland Middle School



2018-19 Schoolwide Improvement Plan

Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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.

2018-19 DA Category and Statuses for Deland 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.

We will inspire our students to be respectful, responsible, and knowledgeable citizens while nurturing their social emotional, intellectual and physical needs.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

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

Our district has continued requiring school uniforms and this has "leveled" the playing field for all of

our students.

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

District support is solicited for areas of concern.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

This year the School District has provided us with a Social Emotional Learning T.O.A. who will work with our students every Monday, Friday, and every other Wednesday.

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

3. Early Warning Systems

The school's response to this section may 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.

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	48	53	57	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	29	36	28	0	0	0	0	93
Course failure in ELA or Math	0	0	0	0	0	0	52	65	45	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	0	0	0	53	56	55	0	0	0	0	164

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	75	83	76	0	0	0	0	234

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

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

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

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

Many of our teachers and staff members have chosen one of more students (from our EWS report) to mentor on a weekly basis through Check and Connect. The mentors will work on building relationships

with their mentees, checking in weekly, offering to help with school work and be a willing listener for students who might need a committed adult at school.

B. Family and Community Engagement

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662748>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Volunteer Coordinator builds partnerships with local business and community members. They provide incentives for student recognition. We have a community member serve on our School Advisory Committee.

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
Boles, Chester	Principal
Goddard, Brian	Assistant Principal
Brown, Michele	Dean
French, Laura	Instructional Coach
Battaglino, Kathryn	Instructional Coach
Perrino, Nicole	Instructional Coach
McTyer, Andrea	Instructional Coach
Mahaney, Ryan	Assistant Principal
Rainge, Kemisha	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 leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g. Problem Solving Team, EWS, Professional Learning Communities and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support; professional development and guide response to data, including the coordination of tiered academic interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

We do have Title One funds, our leadership team (with the addition of a teacher) serves as our Budget Committee, and as such, appropriates the funds we are provided by the district. The Budget Committee only meets a few times a year.

The last couple of years, we have been provided SAC funds. Teachers can request funds that will support our School Improvement Plan Goal and improve their classroom instruction. Thus far this school year we have not received any additional SAC funds.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michele M. Brown	Teacher
Tracy Earley	Parent
Leann Strickland	Parent
Dan Glenn	Parent
Chester Boles	Principal
Pearce Earley	Student
Jill Boyington	Parent
Jessica Leonard	Parent
Sequeena Slaughter	Parent
Erica Cantlay	Parent
Kristin DAquino	Teacher
Stephanie Bryson	Parent
Pamela Monette-Andrews	Teacher
Holly Brown	Parent
Monica Hart	Parent
Bess Sharkey	Parent
Heidi Kellogg	Parent
Tim Henry	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, Â§ 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 in May to disaggregate our data and consider trends. In June, we attended a district School Leadership Team event which included a Data session. Both of these events allowed the leadership team to evaluate our plan for 2018-2019 and to build our plan and goal for the coming school year.

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

b. Development of this school improvement plan

Our SAC was instrumental in the development and approval of our SIP in 2018-2019. They were initially given draft copies of the plan, goals and strategies were discussed and they approved the final plan. We also gathered input from all stakeholders. This was communicated through a Connect Ed phone call to each student's home, it was also advertised on our school marquee and school website. SAC members were presented with data from all departments through a SAC meeting. The faculty provided input through their weekly PLC's. We gathered input from all members in the development of the plan.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of SAC each year. Updates on the school's SAC budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to supporting our school improvement goals. Each request is evaluated by the SAC and voted upon for approval. We allocated funds in the amount of \$250 for an ELA teacher to purchase a set of literature books and \$2,045.91 for bulletin board paper in various colors, construction paper, Kleenex, and Swingline Classic Cut.

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
Perrino, Nicole	Instructional Coach
Calderon, Bolivar	Teacher, K-12
DiMuro, Pete	Teacher, K-12
Boles, Chester	Principal
Goddard, Brian	Assistant Principal
Kohlier, Gayle	Teacher, K-12
Battaglino, Kathryn	Instructional Coach
Johnson, Amber	Teacher, K-12
DeLoughery, Alicia	Teacher, K-12
Beans, Lori	Instructional Media
Rainge, Kemisha	Assistant Principal
Mahaney, Ryan	Assistant Principal

b. Duties

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

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

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These are offered both during school and after school to encourage parent involvement.

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

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.

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

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

This year we have created a Data Room where PLC's will be held. The Data Room will allow teachers to view the most up to date data to identify students' strengths and weaknesses and allow teachers to work collaboratively with one another to identify trends and develop instructional strategies to meet the varying needs of the students served.

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

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

1. New Teacher Programs: VCS New Teacher Program, Individualized PD, mentors, peer classroom visits
2. Leadership Opportunities (Administration)
3. Professional Learning (ERPL)
4. PLC Activities (PLCs)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. CHAMPS and CHAMPS coaching

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

Teachers at our school who are brand new to teaching and teach a core subject are provided a Peer Assistance Review (PAR) teacher and PAR evaluator by the district. PAR's meet with the teachers on a bi-monthly basis; observing, evaluating, mentoring, etc. In addition, each teacher that is new to our school regardless of their experience has been assigned a mentor from our school to add extra support to assist each teacher become acclimated to our school and successful in their craft. The Academic Coach, Reading Coach, Science Coach, and Math Coach also mentor the new teachers.

We have instituted classroom visits for teachers who are new to our campus, they will visit a model classroom on campus, fill out a "Learning Walk Evaluation Form" and then debrief with a coach. All of our teachers plan collaboratively in weekly PLC's, which also provides support for a new teacher.

We are a CHAMPS school and will continue with CHAMPS this year. Administration and instructional coaches will visit the classrooms of teachers to support the continued use of CHAMPS strategies (only teachers who do not have a PAR).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources and assessments.

This year, the district has taken the charge to ensure that all teachers are trained on the instructional shifts in English, Language Arts and Math. Teachers have been trained during ERPL's on the shifts, they have been provided Instructional Practice Guide and coaches and administrators use the IPG when visiting classrooms.

Professional Learning Communities (PLCs), coaching and administrative walk-throughs help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

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

Strategy: Extended School Day

Minutes added to school year: 0

Teachers voluntarily offer tutoring before, during and after school.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Before School Program

Minutes added to school year: 1,920

Terrier Tutoring in Algebra I, Civics, Math & Reading for students in grades 6th, 7th, and 8th.

Strategy Rationale

Increase student achievement in reading comprehension, Algebra I skills, Civics, and/or math skills for students using small group differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Battaglini, Kathryn, klbattag@volusia.k12.fl.us

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

The following assessments will be analyzed to determine the effectiveness of tutoring: DIA'S, EOC'S, FSA/EOC Reading and Math.

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, as well as to help students and parents become familiar with their new campus.

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

b. College and Career Readiness

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

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

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

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

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

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

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If DeLand Middle School provides standards-aligned instruction that meets the needs of ALL students and fosters collective efficacy, then student achievement will increase.

Strategic Goals Detail

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

G1. If DeLand Middle School provides standards-aligned instruction that meets the needs of ALL students and fosters collective efficacy, then student achievement will increase. 1a

G100520

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	89.0
FSA ELA Achievement	54.0
FSA Mathematics Achievement	57.0
FCAT 2.0 Science Proficiency	57.0
Civics EOC Pass	75.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	56.0
Math Lowest 25% Gains	56.0
Math Gains	65.0
Geometry EOC Pass Rate	97.0

Targeted Barriers to Achieving the Goal 3

- School Culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities, Collaborative Planning, DATA Chats, Instructional Coaches, Admin Walk Throughs, Learning Walks, Teachers, Professional Development, Restorative Practices, PBIS, Connect & Check, Social Emotional Learning, Curriculum Maps/ Canvas Page, District Support

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Chester Boles

Schedule

On 11/30/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Chester Boles

Schedule

On 2/28/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Chester Boles

Schedule

On 7/12/2019

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

 = Problem Solving Step  S123456 = Quick Key

G1. If DeLand Middle School provides standards-aligned instruction that meets the needs of ALL students and fosters collective efficacy, then student achievement will increase. 1

 G100520

G1.B1 School Culture 2

 B271067

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction. 4

 S286965

Strategy Rationale

Increase percentage of teachers effectively implementing standards-aligned instruction.

Increase student achievement.

Foster collective efficacy among faculty and staff.

Provide teacher voice.

Action Step 1 5

Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

Person Responsible

Chester Boles

Schedule

Monthly, from 6/4/2018 to 7/31/2019

Evidence of Completion

List of strengths and areas of weaknesses with focus areas identified.

Action Step 2 5

Develop plan of action for Professional Learning and systemic practices that focus on standards aligned instruction and collective efficacy.

Person Responsible

Chester Boles

Schedule

Biweekly, from 6/4/2018 to 7/31/2019

Evidence of Completion

Completed plan of action, including timelines and people responsible.

Action Step 3 5

Communicate the draft plan, collect teacher input, then revise accordingly.

Person Responsible

Chester Boles

Schedule

On 8/10/2018

Evidence of Completion

Faculty Meeting sign-in and input (teacher survey)

Action Step 4 5

Teacher participation in District ERPL sessions supporting standards-aligned instruction. (Pre-Planning week, September 17 PL day and School based ERPL's)

Person Responsible

Chester Boles

Schedule

Monthly, from 8/8/2018 to 5/31/2019

Evidence of Completion

My PGS sign-in sheets, classroom instruction practice (learning/data walks)

Action Step 5 5

Instructional Coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.

Person Responsible

Chester Boles

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Agendas

Action Step 6 5

Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Kathryn Battaglino

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Aligned tasks and coaching interaction data

Action Step 7 5

Teachers incorporate the information from Professional Learning into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Nicole Perrino

Schedule

Weekly, from 9/18/2018 to 5/31/2019

Evidence of Completion

Lesson plans, coaches' interaction data, and learning/data walks.

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

Touch base with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Kemisha Rainge

Schedule

Biweekly, from 8/7/2018 to 3/1/2019

Evidence of Completion

Outlook Meeting invite

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

Administrators conduct Data Walks

Person Responsible

Chester Boles

Schedule

Monthly, from 8/20/2018 to 5/30/2019

Evidence of Completion

Data Walk Collection Tools and Data Grids

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

Coach provides follow-up support to ensure implementation of standards aligned instruction.

Person Responsible

Kathryn Battaglino

Schedule

On 5/30/2019

Evidence of Completion

Coaches' interaction data and notes.

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

Determine status towards completing action steps 1-6 during monthly SLT meetings.

Person Responsible

Chester Boles

Schedule

Monthly, from 8/20/2018 to 5/30/2019

Evidence of Completion

SLT Meeting Notes.

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

Person Responsible

Chester Boles

Schedule

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes.

G1.B1.S2 Develop a Data Room to support teacher and student accountability. 4

S286966

Strategy Rationale

Data driven decisions to drive standards aligned instruction to increase student achievement.

PLC conversation should be student driven (District/State assessments, PLC common assessments).

Empower teachers to support all student populations (ESOL, ESE, EBD).

Action Step 1 5

Build/Develop a Data Room and Data Room Schedule

Person Responsible

Chester Boles

Schedule

Weekly, from 8/6/2018 to 5/31/2019

Evidence of Completion

District/State/Common PLC assessment data will be displayed.

Action Step 2 5

Provide Professional Development for Staff on Data Room/Eduphoria starting with Department Chairs

Person Responsible

Chester Boles

Schedule

Weekly, from 8/8/2018 to 5/31/2019

Evidence of Completion

Sign in sheet and Data room monitor

Action Step 3 5

Identify Sub-Groups to be monitored based on FSA data from 2017/2018 school year. Progress monitor from district assessments during 2018/2019 school year.

Person Responsible

Ryan Mahaney

Schedule

Daily, from 7/1/2018 to 3/1/2019

Evidence of Completion

Agendas, FSA Data, DIA's, EOC's, Gradebook

Action Step 4 5

Data-Driven discussions and planning through PLC's.

Person Responsible

Chester Boles

Schedule

Weekly, from 8/8/2018 to 5/31/2019

Evidence of Completion

Standards-aligned student tasks and coaches' interaction data.

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

Create a Professional Development opportunity to help teachers learn how to disaggregate data.

Person Responsible

Kemisha Ränge

Schedule

On 9/17/2018

Evidence of Completion

PLIE forms will be monitored to ensure implementation of strategies/knowledge learned at the PD. PLC agenda and minutes reviewed and monitored.

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

Administrators attend the weekly PLC's.

Person Responsible

Chester Boles

Schedule

Weekly, from 8/9/2018 to 5/30/2019

Evidence of Completion

Administrator notes

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

Determine status towards completing action steps 1-4 during monthly SLT.

Person Responsible

Chester Boles

Schedule

Monthly, from 8/16/2018 to 5/30/2019

Evidence of Completion

SLT Meeting Minutes

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

Discuss the effectiveness of the Data Room during PLC's and analyze collected data.

Person Responsible

Chester Boles

Schedule

Monthly, from 8/16/2018 to 5/30/2019

Evidence of Completion

SLT Meeting Minutes.

V. Professional Development Opportunities

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

G1. If DeLand Middle School provides standards-aligned instruction that meets the needs of ALL students and fosters collective efficacy, then student achievement will increase.

G1.B1 School Culture

G1.B1.S1 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction.

PD Opportunity 1

Teacher participation in District ERPL sessions supporting standards-aligned instruction. (Pre-Planning week, September 17 PL day and School based ERPL's)

Facilitator

District Personnel

Participants

All teachers

Schedule

Monthly, from 8/8/2018 to 5/31/2019

PD Opportunity 2

Teachers incorporate the information from Professional Learning into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Facilitator

Instructional coaches and Administration

Participants

Faculty

Schedule

Weekly, from 9/18/2018 to 5/31/2019

G1.B1.S2 Develop a Data Room to support teacher and student accountability.

PD Opportunity 1

Provide Professional Development for Staff on Data Room/Eduphoria starting with Department Chairs

Facilitator

SLT Members

Participants

Faculty

Schedule

Weekly, from 8/8/2018 to 5/31/2019

PD Opportunity 2

Data-Driven discussions and planning through PLC's.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Weekly, from 8/8/2018 to 5/31/2019

VI. Technical Assistance Items

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

G1. If DeLand Middle School provides standards-aligned instruction that meets the needs of ALL students and fosters collective efficacy, then student achievement will increase.

G1.B1 School Culture

G1.B1.S2 Develop a Data Room to support teacher and student accountability.

TA Opportunity 1

Build/Develop a Data Room and Data Room Schedule

Facilitator

Eduphoria

Participants

Faculty

Schedule

Weekly, from 8/6/2018 to 5/31/2019

VII. Budget

1	G1.B1.S1.A1	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.	\$0.00
2	G1.B1.S1.A2	Develop plan of action for Professional Learning and systemic practices that focus on standards aligned instruction and collective efficacy.	\$0.00
3	G1.B1.S1.A3	Communicate the draft plan, collect teacher input, then revise accordingly.	\$0.00
4	G1.B1.S1.A4	Teacher participation in District ERPL sessions supporting standards-aligned instruction. (Pre-Planning week, September 17 PL day and School based ERPL's)	\$0.00
5	G1.B1.S1.A5	Instructional Coach facilitation of a sharing and planning session with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.	\$0.00
6	G1.B1.S1.A6	Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
7	G1.B1.S1.A7	Teachers incorporate the information from Professional Learning into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
8	G1.B1.S2.A1	Build/Develop a Data Room and Data Room Schedule	\$0.00
9	G1.B1.S2.A2	Provide Professional Development for Staff on Data Room/Eduphoria starting with Department Chairs	\$0.00





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10	G1.B1.S2.A3	Identify Sub-Groups to be monitored based on FSA data from 2017/2018 school year. Progress monitor from district assessments during 2018/2019 school year.	\$0.00
11	G1.B1.S2.A4	Data-Driven discussions and planning through PLC's.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.MA1 M424736	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Boles, Chester	7/16/2018	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes.	No End Date one-time
G1.B1.S1.A3 A388715	Communicate the draft plan, collect teacher input, then revise accordingly.	Boles, Chester	8/7/2018	Faculty Meeting sign-in and input (teacher survey)	8/10/2018 one-time
G1.B1.S2.MA1 M424742	Create a Professional Development opportunity to help teachers learn how to disaggregate data.	Rainge, Kemisha	9/17/2018	PLIE forms will be monitored to ensure implementation of strategies/knowledge learned at the PD. PLC agenda and minutes reviewed and monitored.	9/17/2018 one-time
G1.MA1 M424756	SIP Progress Monitoring Meeting	Boles, Chester	8/7/2018	SIP Progress Monitoring Meeting Minutes and Sign-In sheet	11/30/2018 one-time
G1.MA2 M424757	SIP Midyear Review	Boles, Chester	1/1/2019	Midyear Review in CIMS	2/28/2019 one-time
G1.B1.S1.MA1 M424737	Touch base with professional learning facilitators to determine status of the professional learning...	Rainge, Kemisha	8/7/2018	Outlook Meeting invite	3/1/2019 biweekly
G1.B1.S2.A3 A388722	Identify Sub-Groups to be monitored based on FSA data from 2017/2018 school year. Progress monitor...	Mahaney, Ryan	7/1/2018	Agendas, FSA Data, DIA's, EOC's, Gradebook	3/1/2019 daily
G1.B1.S1.MA5 M424738	Administrators conduct Data Walks	Boles, Chester	8/20/2018	Data Walk Collection Tools and Data Grids	5/30/2019 monthly
G1.B1.S1.MA6 M424739	Coach provides follow-up support to ensure implementation of standards aligned instruction.	Battaglino, Kathryn	8/20/2018	Coaches' interaction data and notes.	5/30/2019 one-time
G1.B1.S1.MA7 M424740	Determine status towards completing action steps 1-6 during monthly SLT meetings.	Boles, Chester	8/20/2018	SLT Meeting Notes.	5/30/2019 monthly
G1.B1.S2.MA1 M424741	Discuss the effectiveness of the Data Room during PLC's and analyze collected data.	Boles, Chester	8/16/2018	SLT Meeting Minutes.	5/30/2019 monthly
G1.B1.S2.MA2 M424743	Administrators attend the weekly PLC's.	Boles, Chester	8/9/2018	Administrator notes	5/30/2019 weekly
G1.B1.S2.MA3 M424744	Determine status towards completing action steps 1-4 during monthly SLT.	Boles, Chester	8/16/2018	SLT Meeting Minutes	5/30/2019 monthly
G1.B1.S1.A4 A388716	Teacher participation in District ERPL sessions supporting standards-aligned instruction....	Boles, Chester	8/8/2018	My PGS sign-in sheets, classroom instruction practice (learning/data walks)	5/31/2019 monthly
G1.B1.S1.A5 A388717	Instructional Coach facilitation of a sharing and planning session with teachers to examine the...	Boles, Chester	8/13/2018	Agendas	5/31/2019 weekly
G1.B1.S1.A6 A388718	Teachers incorporate the aligned tasks into their instruction with instructional coach observing...	Battaglino, Kathryn	8/13/2018	Aligned tasks and coaching interaction data	5/31/2019 weekly
G1.B1.S1.A7 A388719	Teachers incorporate the information from Professional Learning into their lessons with...	Perrino, Nicole	9/18/2018	Lesson plans, coaches' interaction data, and learning/data walks.	5/31/2019 weekly
G1.B1.S2.A1 A388720	Build/Develop a Data Room and Data Room Schedule	Boles, Chester	8/6/2018	District/State/Common PLC assessment data will be displayed.	5/31/2019 weekly
G1.B1.S2.A2 A388721	Provide Professional Development for Staff on Data Room/Eduphoria starting with Department Chairs	Boles, Chester	8/8/2018	Sign in sheet and Data room monitor	5/31/2019 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4  A388723	Data-Driven discussions and planning through PLC's.	Boles, Chester	8/8/2018	Standards-aligned student tasks and coaches' interaction data.	5/31/2019 weekly
G1.MA3  M424758	State Assessment Results	Boles, Chester	5/24/2019	Step Zero for 2018-2019 SIP	7/12/2019 one-time
G1.B1.S1.A1  A388713	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to...	Boles, Chester	6/4/2018	List of strengths and areas of weaknesses with focus areas identified.	7/31/2019 monthly
G1.B1.S1.A2  A388714	Develop plan of action for Professional Learning and systemic practices that focus on standards...	Boles, Chester	6/4/2018	Completed plan of action, including timelines and people responsible.	7/31/2019 biweekly