

Volusia County Schools

# New Smyrna Beach Middle School



2018-19 Schoolwide Improvement Plan

## New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	62%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	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>.

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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 New Smyrna Beach Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission at New Smyrna Beach Middle School is to provide a safe environment which promotes respect and motivates students to learn, achieve, and act responsibly in order to achieve their potential.

##### b. Provide the school's vision statement.

We believe education is the shared responsibility of the student, home, school, and community.

#### 2. School Environment

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

Our 2018-2019 school year theme is "Your Hometown School: Catch the Stingray Fever". This theme will help to involve all stakeholders in the success of the school by referring to the hometown as part of our school community and stingrays swimming together in a fever formation. The school theme will encourage all stakeholders to participate in the success of the schools. Our school hopes to work with feeder elementary and high schools to bring more stakeholders on board with programs to enhance our local schools. The theme "Your Hometown School: Catch the Stingray Fever" aligns with our School Improvement Plan to increase school and community wide collaboration and collective efficacy.

The 2018-2019 Volusia County School District theme is "All In". The school district theme ties in with the school theme to bring in all stakeholders to be a part of the success of the school year by working collaboratively.

Our school offers a yearly orientation where students can learn their schedules and the 6th grade students can get accommodated with the school including clubs and classrooms. Faculty guide the 6th grade students around campus to locate classrooms and answer any questions 6th graders may have about the middle school. Our school also offers an administrative presentation for all grade levels to explain to students and teachers the expectations and resources available on campus throughout the school year. A school code of conduct is also provided to all students on the first day of school to review all policies and procedures with all stakeholders.

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

Our school also offers a variety of school sponsored clubs with an effort to meet the diversity of the school population. School sponsored clubs include Basketball Club Boys, Basketball Club Girls, Builders Club, Future Farmers of America, Peer Buddies, Robotics, Running Club, Student Government Association, Students Working Against Tobacco, Volleyball, and Geek Squad. All students are encouraged to sign up for clubs through school news advertisements and teachers are encouraged to create and visit school clubs to get to know the student population.

New Smyrna Beach Middle School has added homeroom to the schedule on Wednesdays. During this homeroom, teachers are given restorative practice aligned lessons to complete proper circles to

build relationships and learn more about students' culture. This also provides students with an extra faculty member they can turn to outside of their regularly scheduled classroom teachers in times of need of adult guidance.

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

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

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

After school, teachers, administration and other school staff members supervise the bus area, parent pick-up, and other areas of the school. Bus riders are expected to wait for late buses in the cafeteria to ensure proper safety. Any student who is still on campus later than the regularly scheduled pickup are escorted to wait in the office for their guardian for safety and proper supervision.

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

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

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

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

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

Staff will participate in restorative practices training program to help create a culture of safety, security, high expectations, and collaboration school wide. During Wednesday's scheduled homeroom, teachers are given restorative practices lesson plans to create circles for more student collaboration and feeling more comfortable speaking to adult in the school.

Our school also offers a variety of school sponsored clubs with an effort to meet the diversity of the school population. School sponsored clubs include Basketball Club Boys, Basketball Club Girls, Builders Club, Future Farmers of America, Peer Buddies, Robotics, Running Club, Student Government Association, Students Working Against Tobacco, Volleyball, and Geek Squad. All students are encouraged to sign up for clubs through school news advertisements and teachers are encouraged to create and visit school clubs to get to know the student population.

Additionally we have celebrations to recognize and reward the students who have not received any referrals. Students can also be awarded good referrals for going above and beyond during the school day.

Safety is priority at New Smyrna Beach Middle School including campus advisers and a police officer patrolling campus throughout the day. Visitors must sign in through Raptor System. School safety



manual and emergency codes are available throughout the school for all staff to us. Students and staff wear identification and practice and participate in emergency codes drills to ensure compliance.

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

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

Teachers were trained in this protocol for disciplinary incidents during pre-planning by administration. Teachers are to log all the steps in the protocol to ensure consistency and clear expectations school wide. Teachers can make seating changes to isolate the students or just to move student away from students he/she may be in conflict with.

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

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

New Smyrna Beach Middle School is offered a training on restorative practices. Restorative Practices training will establish clear expectations and consistency in relationships between teacher, students, and administration.

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

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

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

1. Incoming 6th graders are invited to attend an orientation to our school and an opportunity to get their schedules and map out class locations. Additionally, 8th graders are available to show 6th graders their classrooms and answer additional questions.
2. Students are able to initiate school counselor services by filling out a school counselor request.
3. New Smyrna Beach Middle School mentoring program allows students, parents, or teachers to request a mentor for the student. Mentoring sessions help to nurture and stimulate students on a weekly basis.



4. Crisis training program for faculty and staff.
5. Suicide prevention program for faculty and staff.
6. Identified students are trained and work with the Peer Mediation Program that works with minor conflicts between students.
7. Cyber-bullying prevention program is presented yearly to students and parents who attend the program. This program assists parents and students to understand the dangers of social networks and how to handle the problems that may arise between students on social networks.
8. Early warning system is reviewed quarterly to address continuing and new needs of our students and parent contact is made.
9. D.A.R.E. program, 6th graders participate in this course every Wednesday during gym class.
10. Peer buddies program.
11. Staff will participate in restorative practices training program to help create a culture of safety, security, high expectations, and collaboration school wide.
12. Restorative Practices circles are being done during Wednesday's homeroom to create a stronger student teacher relationship.

### 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.

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	44	48	51	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	47	28	31	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	37	24	41	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	0	0	0	47	42	55	0	0	0	0	144

**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	67	60	73	0	0	0	0	200

**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 September 2018 and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 2 or more indicators as of September 2018.

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

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

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

**B. Family and Community Engagement**

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

No

**1. PFEP Link**

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

**2. Description**

New Smyrna Beach Middle School involves parents at our school through beginning of the year orientation, online grade program (Gradebook), Open House, phone and email contact, parent/teacher conferences, weekly principal phone call updates, meet with the principal events, PTSA, and School Advisory Council. In addition, parents are invited to our school for academic awards, such as celebrations, Science Fair, Social Studies Fair, and for dance, drama, and musical performances. Community is invited to attend sporting events during regularly scheduled games.

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

New Smyrna Beach Middle School builds and sustains partnerships with the local community by holding such events as Science Fair Public Viewing and Awards Night, Social Studies Fair Public viewing and Awards Night, Business Partners, Community Mentoring, student celebrations, staff celebrations, school sporting events, School Advisory Council, PTSA, Career Extravaganza, and Stingray 5K. New Smyrna Beach Middle School also has a business partner coordinator and a volunteer coordinator to assist in communication with the local community.

**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
Leader, Michael	Principal
Keeran, Erin	Teacher, K-12
Carey, Amy	
Farajallah, Sabra	Assistant Principal
Hammond, Jana	Dean
Bellantoni, Ann	Instructional Coach
Sylvester, Jennifer	Instructional Coach
Muessig, Amanda	Teacher, K-12

**b. Duties**

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

Both the school-based leadership team (SLT) and the academic leadership team (ALT) identify school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team and the Academic Leadership Team is representative of other teams (EWS, PLCs, LLT, SAC, Academic Lead

Teachers) and serves as a liaison between the SLT and their respective team. For example the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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

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

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

Curricular: Our math, language arts/reading, social studies, and all other teachers will continue to implement the Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our academic leadership team and school leadership team.

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

Academic leadership meets monthly or as needed, School Leadership Team meets as needed, and School Advisory Council meets monthly.

Problem Solving Activities:

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

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

## **2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Laura Haynes	Parent
Larry Buck	Education Support Employee
Bonnie Brown	Parent
Stacie Wiese	Parent
Nicole McDonald-Arieti	Parent
Amanda Muessig	Teacher
Sarah Traub	Parent
Janet Mitchell	Teacher
Cathy McLane	Parent
Marie Truesdel	Parent
Edie Biro	Parent
April DeSimone	Parent
Jennifer Engler	Parent
Shannon Gintz	Parent
Susan Marteeny	Parent
Michelle Rogers	Parent
Sharon Boyer	Parent
Michael Leader	Principal
Brenda Ratliff	Parent
April Michalowski	Parent
Lorie Sablad	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**

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

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

*b. Development of this school improvement plan*

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

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

As our faculty has worked through the Problem Solving Process of the School Improvement Plan, School Advisory Council members have been updated to their barriers and strategies.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings. The School Advisory Council must review and vote on any budget spending that involve School advisory Council related funds.

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

School improvement funds are allocated based on requests submitted by faculty, staff, and administration for projects related to the support of school improvement goals. Each request is evaluated by the School Advisory Council and voted upon for approval.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Leader, Michael	Principal
Carey, Amy	Assistant Principal
Farajallah, Sabra	Assistant Principal
Mitchell, LaTonya	Assistant Principal
Hammond, Jana	Dean
Bellantoni, Ann	Instructional Coach

**b. Duties**



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

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

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

**D. Public and Collaborative Teaching**

The school's 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.**

Once a month the faculty have a meeting with administration. This meeting provides updated information, expectations, and announcements to provide consistency throughout the school.

Our school has common planning times for each department which allows each Professional Learning Community to be able to have collaborative planning leading to common instruction. Professional learning will be provided on August 29th, 2018 to encourage proper expectations for the time being used in the Professional Learning Communities. This time is used to encourage teachers to review Florida State standards, assessment data, plan for remediation as needed, work together on common goals, and to align resources by grade level. Our Professional Learning Community 's will meet weekly to review data and plan common engaging lessons and assessments.

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

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

Guidance Counselors will also facilitate grade level articulation meetings once a quarter so that educators across curriculum in the same grade level can discuss needs and strategies to support students throughout their scheduled school day.

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

1. New Teacher Programs: District training, Individualized PD, mentors, peer classroom visits, administration.
2. Leadership Opportunities (Administration)
3. Professional Development (School based Leadership Teams)
4. Professional Development (District based training)
5. Professional Learning Community Activities
6. Participation in District Job Fair and Recruitment Activities (Administration)
7. Teacher recognition programs. (Administration and District)



8. CHAMPS training
9. Training in Restorative Practices

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

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

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

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

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

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

#### **b. Instructional Strategies**

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

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

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

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

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

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

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

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

**Strategy:** After School Program

**Minutes added to school year:** 240

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

EOC Scores

**Strategy:** Summer Program

**Minutes added to school year:** 900

To identify and support students would be enrolled in Algebra 1.

**Strategy Rationale**

The goal was to cover some of the Algebra pre-requisite skills that they do not get due to the skipping of 7th grade math.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Leader, Michael, mkleader@volusia.k12.fl.us

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

The date of the program was July 16th-19th, 2018 and 22 students attended.

**Strategy:** Extended School Day

**Minutes added to school year:** 240

Science SSA Camp

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

SSA Test scores in science.

**Strategy:** Summer Program

**Minutes added to school year:** 3,600

Credit Retrieval for failing students as summer school.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

Grades in classes being retrieved.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Our school works with feeder elementary schools to assist incoming 6th grade students with the registration process. Our school administration and counselors visit feeder elementary school to help upcoming fifth grade students. Our school also helps students and parents become familiar with their new campus through our annual incoming sixth grader program and schedule pick up day.

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

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

## **b. College and Career Readiness**

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

N/A

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

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

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

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

At New Smyrna Beach Middle School teachers in academic courses support students in career and technical education by addressing it with their curriculum. Teachers review different careers that are available within their curriculum. An example is the in Social Studies classes teachers address the different careers available and important throughout history including architecture, agriculture, and arts. In the Science curriculum teachers address technical careers that are available in science field including astronomy, biology, chemistry technology fields.

**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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

**G1.** If teachers work collaboratively to develop, implement, monitor, assess, and redesign rigorous lessons aligned with the Florida State Standards, then student achievement in all content areas will increase. **1a**

G100539

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
Algebra I EOC Pass Rate	84.0
FSA ELA Achievement	62.0
FSA Mathematics Achievement	62.0
Civics EOC Pass	80.0
CTE Industry Certification Exam Passing Rate	84.0
ELA/Reading Gains	62.0
Math Gains	62.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** **3**

- A lack of time to gain knowledge of the Florida State Standards and the Florida State Standards aligned resources to implement, monitor, assess, and redesign rigorous and cohesive Florida State Standards aligned lessons.
- A need to improve school culture, collective efficacy, and collaboration among all stakeholders of the school community.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- School Based Professional Development
- Administrative support
- School Leadership Team
- School Improvement Funds
- Common planning time
- Intervention support staff
- Literacy coach
- District content staff
- Community involvement
- Math coach
- Social Emotional Support
- District Regional Professional Development



**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Michael Leader

**Schedule**

Quarterly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

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

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If teachers work collaboratively to develop, implement, monitor, assess, and redesign rigorous lessons aligned with the Florida State Standards, then student achievement in all content areas will increase. **1**

 G100539

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

 B271146

**G1.B1.S1** More exposure to the Florida State Standards and the aligned resources for developing, monitoring, assessing, and redesigning rigorous lessons for all students. **4**

 S287036

### **Strategy Rationale**

Teachers may not know all the Florida State Standards and what resources are available to monitor, assess and redesign lessons.

### **Action Step 1 **5****

All teachers will take part in an Early Release training with the district Professional Learning Communities (PLC) specialists to provide tools and assist teachers in facilitating proper functioning PLCs.

#### **Person Responsible**

Sabra Farajallah

#### **Schedule**

On 8/29/2018

#### **Evidence of Completion**

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

### Action Step 2 5

All teachers will take part in an Early Release Professional Development training on "Multimedia Tools in the Classrooms".

**Person Responsible**

Sabra Farajallah

**Schedule**

On 9/5/2018

***Evidence of Completion***

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

### Action Step 3 5

All teachers will be trained on proper learning target and success criteria formulation for rigorous lesson plans and consistency in the classrooms.

**Person Responsible**

Sabra Farajallah

**Schedule**

On 10/3/2018

***Evidence of Completion***

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

### Action Step 4 5

All teachers will participate in the professional development on "Social Emotional Learning" SEL to give resources on working with all students' needs in the classroom.

**Person Responsible**

Sabra Farajallah

**Schedule**

On 11/7/2018

***Evidence of Completion***

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

### Action Step 5 5

Staff will be offered a book study on collaboration and collective efficacy to gain resources on how to best use collaboration to meet the goals to develop, implement, monitor, assess, and redesign rigorous lessons aligned with the Florida State Standards.

**Person Responsible**

Amy Carey

**Schedule**

On 5/31/2019

***Evidence of Completion***

Evidence includes sign in sheets, meetings agendas, and teaching DPP.

### Action Step 6 5

The math department will use the Florida State Standards aligned math resource to gain a new resources and make all staff knowledgeable of the Florida State Math Standards.

**Person Responsible**

Susan Lane

**Schedule**

Weekly, from 10/1/2018 to 5/31/2019

***Evidence of Completion***

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

### Action Step 7 5

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

**Person Responsible**

Jennifer Sylvester

**Schedule**

On 5/31/2019

***Evidence of Completion***

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

**Action Step 8** 5

Faculty will attend district wide professional development on content based areas to gain more resources to design and redesign rigorous lesson plans.

**Person Responsible**

Sabra Farajallah

**Schedule**

On 9/17/2018

***Evidence of Completion***

Evidence includes signs, agendas, MyPGS record, and teacher DPP.

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

The different exposures to and completions of trainings on the resources available for developing, monitoring, assessing, and redesigning rigorous Florida State Standards based lesson plans will be tracked and monitored

**Person Responsible**

Sabra Farajallah

**Schedule**

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

***Evidence of Completion***

Evidence includes MYPGS records, sign in sheets, agendas, resource print outs, coaches' logs, Math resource print outs, and teacher DPP.

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

Administration and the School Leadership Team will analyze the collected data, surveys, and observations to monitor for effectiveness of the strategy.

**Person Responsible**

Michael Leader

**Schedule**

Semiannually, from 9/3/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes SLT meeting minutes, SIP mid-year review minutes, teacher DPP's, walk through data, faculty climate surveys, school-based testing data, county based testing data, and state based testing data.



**G1.B1.S2** Increase collaboration time to develop, monitor, assess, and redesign rigorous Florida State Standards aligned lessons. 4

S287037

### Strategy Rationale

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

### Action Step 1 5

Staff will be given common planning time in departments to allow for more collaborative work time to monitor, assess, and redesign rigorous and cohesive Florida State Standards aligned lesson plans

#### Person Responsible

Michael Leader

#### Schedule

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

#### Evidence of Completion

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

### Action Step 2 5

Staff will complete PLC expectations to make sure there is a focus during PLC meeting times on the Florida State Standards being monitored and assessed in the rigorous lesson plans.

#### Person Responsible

Sabra Farajallah

#### Schedule

On 8/29/2018

#### Evidence of Completion

Evidence includes group planning paperwork, PLC notes, PLC sign in sheets, and teacher lesson plans.

**Action Step 3** 5

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

**Person Responsible**

Jennifer Sylvester

**Schedule**

Biweekly, from 8/14/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes PLC sign in sheets, PLC agendas, Eduphoria, Math resource print outs, and gradebook printouts.

**Action Step 4** 5

Staff will complete lesson plan designs and redesigns during PLC time to gain more collaboration on strategies to reach and remediate the Florida State Standards through collaborative rigorously designed lesson plans.

**Person Responsible**

Ann Bellantoni

**Schedule**

Biweekly, from 8/14/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, teacher made lesson plans, and PLC agendas.

**Action Step 5** 5

Content specific department leaders will meet monthly with administration to allow collaboration time to ensure all collaboration between district, administration, and faculty about properly designed and redesigned standards based lesson plans

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 8/9/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes sign in sheets, meeting agendas, meeting minutes, and meeting calendar.

**Action Step 6** 5

Content specific department meetings will take place monthly to ensure all grade levels of the same content department are working collaboratively to sure rigorous lesson plan design and collaboration

**Person Responsible**

Sabra Farajallah

**Schedule**

Monthly, from 9/4/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes sign in sheets, meeting agendas, meeting minutes, and meeting calendar.

**Action Step 7** 5

Grade level articulation meeting among all content areas will take place monthly to ensure all grade levels with different content department are working collaboratively to sure rigorous lesson plan design and collaboration.

**Person Responsible**

Sabra Farajallah

**Schedule**

Quarterly, from 10/24/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes meeting sign in sheets, meeting agenda, meeting minutes, and meetings calendar.

**Action Step 8** 5

Professional learning time on a district level to monitor, assess, and redesign Florida State Standards based lesson plans and lesson resources of teachers throughout the county.

**Person Responsible**

Michael Leader

**Schedule**

On 9/17/2018

***Evidence of Completion***

Evidence includes MyPGS, meeting sign ins sheets, meeting agendas, teacher DPP and teacher lesson plans.

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

The different opportunities for collaboration time to develop, monitor, assess, and redesign rigorous Florida State Standards based lesson plans will be tracked and monitored.

**Person Responsible**

Michael Leader

**Schedule**

Quarterly, from 8/14/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes MYPGS, PLC sign in sheets, PLC agendas, PLC meeting minutes, coaches' logs, administrative walk through evidence, meeting schedules on meeting calendars, meeting sign ins, meeting minutes, meeting agendas, and planning period schedules.

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

Administration and the School Leadership Team will analyze the collected data, surveys and observations to monitor for effectiveness of the strategy.

**Person Responsible**

Michael Leader


**Schedule**

Quarterly, from 9/1/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes climate survey data, PLC meeting minutes, SLT meeting minutes, SIP mid-year review minutes, teacher designed lesson plans, teacher DPP's, administrative walk through data, school-based testing data, county-based testing data, and state-based testing data.

**G1.B2** A need to improve school culture, collective efficacy, and collaboration among all stakeholders of the school community. **2**

 B271147

**G1.B2.S1** Implementation of more opportunities and trainings for all stakeholders of the school community to work collaboratively to improve school culture **4**

 S287038

### **Strategy Rationale**

To create a forum where all school stakeholders can collaborate on how to form a more positive school culture

### **Action Step 1** **5**

Restorative Practices training during summer time for administration and staff.

#### **Person Responsible**

Michael Leader

#### **Schedule**

On 6/4/2018

#### **Evidence of Completion**

Evidence includes Restorative Practices training sign in sheet, restorative practices resources given, and Restorative Practices agenda.

### **Action Step 2** **5**

Restorative practices information, school updates, and school-based decisions will be shared with staff, support staff, families, and community members during School Advisory Council meetings.

#### **Person Responsible**

Michael Leader

#### **Schedule**

Monthly, from 8/21/2018 to 5/21/2019

#### **Evidence of Completion**

Evidence includes SAC meeting agendas, SAC Meeting minutes, and SAC meeting sign in sheets.

### Action Step 3 5

New Smyrna Beach Middle School will host an upcoming 6th grade schedule pickup and orientation presentation for students and their families' information will be provided to families about the upcoming school year.

**Person Responsible**

Sabra Farajallah

**Schedule**

On 8/6/2018

**Evidence of Completion**

Evidence includes sign in sheets, flyers, and announcements made to families.

### Action Step 4 5

New Smyrna Beach Middle School will host an open house allowing time for all stakeholders to meet and work collaboratively to support student achievement throughout the school year.

**Person Responsible**

Sabra Farajallah

**Schedule**

On 9/6/2018

**Evidence of Completion**

Evidence includes sign in sheets, connect ed, flyers, teacher created handouts, and announcement.

### Action Step 5 5

On Wednesdays New Smyrna Beach Middle School will participate in circles based on the trainings of restorative practices to increase collaboration with all stakeholders throughout the school community.

**Person Responsible**

Jana Hammond

**Schedule**

Weekly, from 8/15/2018 to 5/30/2019

**Evidence of Completion**

Evidence includes Restorative Practices Circle lesson plans provide to teachers, administration walk through, and homeroom attendance rosters.

### Action Step 6 5

New Smyrna Beach Middle School will implement a mentoring program to connect at risk students with a vetted community member to help support student success.

#### **Person Responsible**

Michael Leader

#### **Schedule**

Monthly, from 9/3/2018 to 5/31/2019

#### **Evidence of Completion**

Evidence includes mentor meeting sign ins, mentor meeting schedules, and agendas of mentor meetings.

### Action Step 7 5

New Smyrna Beach Middle School will host a FACT Fair for the community.

#### **Person Responsible**

Michael Leader

#### **Schedule**

On 3/4/2019

#### **Evidence of Completion**

Evidence includes flyers, announcements, hand outs, and sign in sheets.

### Action Step 8 5

Student achievement celebrations for straight A students. The celebration will bring together students, administration, support staff, and faculty to celebrate achievement of students.

#### **Person Responsible**

Amy Carey

#### **Schedule**

Quarterly, from 10/16/2018 to 5/31/2019

#### **Evidence of Completion**

Evidence includes weekly Stingray news, student invitations, and photos.



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

The different opportunities and training for collaboration time to improve school culture including all school community stakeholders will be monitored.

**Person Responsible**

Michael Leader

**Schedule**

Quarterly, from 8/7/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes sign in sheets, training agendas, event agendas, meeting minutes, school website, school communications, marque, and guardian phone calls.

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

Administration and the School Leadership Team will analyze the collected data, surveys and observations to monitor for effectiveness of the strategy

**Person Responsible**

Michael Leader

**Schedule**

Quarterly, from 8/16/2018 to 5/31/2019

***Evidence of Completion***

Evidence includes SLT meeting minutes, SIP mid-year meeting minutes, climate surveys, discipline data, attendance reports, and collaboration on school schedules.

## V. Professional Development Opportunities

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

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

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

**G1.B1.S1** More exposure to the Florida State Standards and the aligned resources for developing, monitoring, assessing, and redesigning rigorous lessons for all students.

### PD Opportunity 1

All teachers will take part in an Early Release training with the district Professional Learning Communities (PLC) specialists to provide tools and assist teachers in facilitating proper functioning PLCs.

#### Facilitator

District Staff

#### Participants

All staff based on their content area.

#### Schedule

On 8/29/2018

### PD Opportunity 2

All teachers will take part in an Early Release Professional Development training on "Multimedia Tools in the Classrooms".

#### Facilitator

District Staff

#### Participants

All staff based are expected to attend.

#### Schedule

On 9/5/2018

### **PD Opportunity 3**

All teachers will be trained on proper learning target and success criteria formulation for rigorous lesson plans and consistency in the classrooms.

#### **Facilitator**

District staff

#### **Participants**

All staff based on their content area.

#### **Schedule**

On 10/3/2018

### **PD Opportunity 4**

All teachers will participate in the professional development on “Social Emotional Learning” SEL to give resources on working with all students’ needs in the classroom.

#### **Facilitator**

District staff

#### **Participants**

All staff based are expected to attend this training.

#### **Schedule**

On 11/7/2018

### **PD Opportunity 5**

Staff will be offered a book study on collaboration and collective efficacy to gain resources on how to best use collaboration to meet the goals to develop, implement, monitor, assess, and redesign rigorous lessons aligned with the Florida State Standards.

#### **Facilitator**

Ms. Carey

#### **Participants**

Audience includes on new educational staff members.

#### **Schedule**

On 5/31/2019

### **PD Opportunity 6**

Faculty will attend district wide professional development on content based areas to gain more resources to design and redesign rigorous lesson plans.

#### **Facilitator**

District staff based on content area.

#### **Participants**

All staff based on content areas.

#### **Schedule**

On 9/17/2018

**G1.B1.S2** Increase collaboration time to develop, monitor, assess, and redesign rigorous Florida State Standards aligned lessons.

### **PD Opportunity 1**

Staff will complete PLC expectations to make sure there is a focus during PLC meeting times on the Florida State Standards being monitored and assessed in the rigorous lesson plans.

#### **Facilitator**

District staff and assistant principals.

#### **Participants**

All staff based on content areas.

#### **Schedule**

On 8/29/2018

### **PD Opportunity 2**

Professional learning time on a district level to monitor, assess, and redesign Florida State Standards based lesson plans and lesson resources of teachers throughout the county.

#### **Facilitator**

District content based staff will facilitate.

#### **Participants**

All staff based on their content area.

#### **Schedule**

On 9/17/2018

**G1.B2** A need to improve school culture, collective efficacy, and collaboration among all stakeholders of the school community.

**G1.B2.S1** Implementation of more opportunities and trainings for all stakeholders of the school community to work collaboratively to improve school culture

**PD Opportunity 1**

Restorative Practices training during summer time for administration and staff.

**Facilitator**

Restorative Practices representative from Stetson University.

**Participants**

All faculty and administration should participate.

**Schedule**

On 6/4/2018

## 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	All teachers will take part in an Early Release training with the district Professional Learning Communities (PLC) specialists to provide tools and assist teachers in facilitating proper functioning PLCs.				\$0.00
2	G1.B1.S1.A2	All teachers will take part in an Early Release Professional Development training on "Multimedia Tools in the Classrooms".				\$0.00
3	G1.B1.S1.A3	All teachers will be trained on proper learning target and success criteria formulation for rigorous lesson plans and consistency in the classrooms.				\$0.00
4	G1.B1.S1.A4	All teachers will participate in the professional development on "Social Emotional Learning" SEL to give resources on working with all students' needs in the classroom.				\$0.00
5	G1.B1.S1.A5	Staff will be offered a book study on collaboration and collective efficacy to gain resources on how to best use collaboration to meet the goals to develop, implement, monitor, assess, and redesign rigorous lessons aligned with the Florida State Standards.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3931 - New Smyrna Beach Middle School			\$350.00
6	G1.B1.S1.A6	The math department will use the Florida State Standards aligned math resource to gain a new resources and make all staff knowledgeable of the Florida State Math Standards.				\$2,180.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3931 - New Smyrna Beach Middle School	School Improvement Funds		\$2,180.00
			<i>Notes: School Advisory Council approved funds request for USA Test Prep spending.</i>			
7	G1.B1.S1.A7	Coaches and support staff will be available in office during the school day to all staff members to help with a better knowledge of the Florida State Standards and the resources available to the staff to learn more about the Florida State Standards.				\$0.00
8	G1.B1.S1.A8	Faculty will attend district wide professional development on content based areas to gain more resources to design and redesign rigorous lesson plans.				\$0.00
9	G1.B1.S2.A1	Staff will be given common planning time in departments to allow for more collaborative work time to monitor, assess, and redesign rigorous and cohesive Florida State Standards aligned lesson plans				\$0.00
10	G1.B1.S2.A2	Staff will complete PLC expectations to make sure there is a focus during PLC meeting times on the Florida State Standards being monitored and assessed in the rigorous lesson plans.				\$0.00

11	G1.B1.S2.A3	Staff will complete data chats during PLC time to gain more collaboration on strategies to reach the Florida State Standards through rigorously designed lessons and compare standards-based data.			\$0.00	
12	G1.B1.S2.A4	Staff will complete lesson plan designs and redesigns during PLC time to gain more collaboration on strategies to reach and remediate the Florida State Standards through collaborative rigorously designed lesson plans.			\$0.00	
13	G1.B1.S2.A5	Content specific department leaders will meet monthly with administration to allow collaboration time to ensure all collaboration between district, administration, and faculty about properly designed and redesigned standards based lesson plans			\$0.00	
14	G1.B1.S2.A6	Content specific department meetings will take place monthly to ensure all grade levels of the same content department are working collaboratively to sure rigorous lesson plan design and collaboration			\$0.00	
15	G1.B1.S2.A7	Grade level articulation meeting among all content areas will take place monthly to ensure all grade levels with different content department are working collaboratively to sure rigorous lesson plan design and collaboration.			\$0.00	
16	G1.B1.S2.A8	Professional learning time on a district level to monitor, assess, and redesign Florida State Standards based lesson plans and lesson resources of teachers throughout the county.			\$0.00	
17	G1.B2.S1.A1	Restorative Practices training during summer time for administration and staff.			\$0.00	
18	G1.B2.S1.A2	Restorative practices information, school updates, and school-based decisions will be shared with staff, support staff, families, and community members during School Advisory Council meetings.			\$0.00	
19	G1.B2.S1.A3	New Smyrna Beach Middle School will host an upcoming 6th grade schedule pickup and orientation presentation for students and their families' information will be provided to families about the upcoming school year.			\$0.00	
20	G1.B2.S1.A4	New Smyrna Beach Middle School will host an open house allowing time for all stakeholders to meet and work collaboratively to support student achievement throughout the school year.			\$0.00	
21	G1.B2.S1.A5	On Wednesdays New Smyrna Beach Middle School will participate in circles based on the trainings of restorative practices to increase collaboration with all stakeholders throughout the school community.			\$0.00	
22	G1.B2.S1.A6	New Smyrna Beach Middle School will implement a mentoring program to connect at risk students with a vetted community member to help support student success.			\$0.00	
23	G1.B2.S1.A7	New Smyrna Beach Middle School will host a FACT Fair for the community.			\$0.00	
24	G1.B2.S1.A8	Student achievement celebrations for straight A students. The celebration will bring together students, administration, support staff, and faculty to celebrate achievement of students.			\$1,500.00	
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3931 - New Smyrna Beach Middle School	General Fund		\$1,500.00
Notes: SAC request was made and approved on 9/18/2018.						

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	<b>Total:</b> <b>\$4,030.00</b>
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## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2019</b>					
G1.B2.S1.A1 A388969	Restorative Practices training during summer time for administration and staff.	Leader, Michael	6/4/2018	Evidence includes Restorative Practices training sign in sheet, restorative practices resources given, and Restorative Practices agenda.	6/4/2018 one-time
G1.B2.S1.A3 A388971	New Smyrna Beach Middle School will host an upcoming 6th grade schedule pickup and orientation...	Farajallah, Sabra	8/6/2018	Evidence includes sign in sheets, flyers, and announcements made to families.	8/6/2018 one-time
G1.B1.S1.A1 A388953	All teachers will take part in an Early Release training with the district Professional Learning...	Farajallah, Sabra	8/29/2018	Evidence includes professional development sign in, agendas, MyPGS records, and teacher DPP.	8/29/2018 one-time
G1.B1.S2.A2 A388962	Staff will complete PLC expectations to make sure there is a focus during PLC meeting times on the...	Farajallah, Sabra	8/29/2018	Evidence includes group planning paperwork, PLC notes, PLC sign in sheets, and teacher lesson plans.	8/29/2018 one-time
G1.B1.S1.A2 A388954	All teachers will take part in an Early Release Professional Development training on "Multimedia..."	Farajallah, Sabra	9/5/2018	Evidence includes professional development sign in, agendas, MyPGS records, and teacher DPP.	9/5/2018 one-time
G1.B2.S1.A4 A388972	New Smyrna Beach Middle School will host an open house allowing time for all stakeholders to meet...	Farajallah, Sabra	9/6/2018	Evidence includes sign in sheets, connected, flyers, teacher created handouts, and announcement.	9/6/2018 one-time
G1.B1.S1.A8 A388960	Faculty will attend district wide professional development on content based areas to gain more...	Farajallah, Sabra	9/17/2018	Evidence includes signs, agendas, MyPGS record, and teacher DPP.	9/17/2018 one-time
G1.B1.S2.A8 A388968	Professional learning time on a district level to monitor, assess, and redesign Florida State...	Leader, Michael	9/17/2018	Evidence includes MyPGS, meeting sign ins sheets, meeting agendas, teacher DPP and teacher lesson plans.	9/17/2018 one-time
G1.B1.S1.A3 A388955	All teachers will be trained on proper learning target and success criteria formulation for...	Farajallah, Sabra	10/3/2018	Evidence will include professional development sign in, agenda, MyPGS records, and teacher DPP.	10/3/2018 one-time
G1.B1.S1.A4 A388956	All teachers will participate in the professional development on "Social Emotional Learning" SEL...	Farajallah, Sabra	11/7/2018	Evidence will include professional development sign in, agenda, MyPGS records, and teacher DPP.	11/7/2018 one-time
G1.B2.S1.A7 A388975	New Smyrna Beach Middle School will host a FACT Fair for the community.	Leader, Michael	3/4/2019	Evidence includes flyers, announcements, hand outs, and sign in sheets.	3/4/2019 one-time
G1.B2.S1.A2 A388970	Restorative practices information, school updates, and school-based decisions will be shared with...	Leader, Michael	8/21/2018	Evidence includes SAC meeting agendas, SAC Meeting minutes, and SAC meeting sign in sheets.	5/21/2019 monthly
G1.B2.S1.A5 A388973	On Wednesdays New Smyrna Beach Middle School will participate in circles based on the trainings of...	Hammond, Jana	8/15/2018	Evidence includes Restorative Practices Circle lesson plans provide to teachers, administration walk through, and homeroom attendance rosters.	5/30/2019 weekly
G1.MA1 M424987	The data that will be collected and reviewed throughout the year includes content level test...	Leader, Michael	10/1/2018	Evidence collected will include content level test scores, district test scores, state level test scores, teacher attendance, student attendance, discipline records, Professional Development meeting agendas, MyPGS records, PLC meeting logs, staff climate surveys, student climate surveys, family climate surveys, and community involvement.	5/31/2019 quarterly
G1.B1.S1.MA1 M424981	Administration and the School Leadership Team will analyze the collected data, surveys, and...	Leader, Michael	9/3/2018	Evidence includes SLT meeting minutes, SIP mid-year review minutes, teacher DPP's, walk through data, faculty climate surveys, school-based testing data, county based testing data, and state based testing data.	5/31/2019 semiannually

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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.S1.MA1 M424982	The different exposures to and completions of trainings on the resources available for developing,...	Farajallah, Sabra	8/13/2018	Evidence includes MYPGS records, sign in sheets, agendas, resource print outs, coaches' logs, Math resource print outs, and teacher DPP.	5/31/2019 quarterly
G1.B1.S1.A5 A388957	Staff will be offered a book study on collaboration and collective efficacy to gain resources on...	Carey, Amy	1/1/2019	Evidence includes sign in sheets, meetings agendas, and teaching DPP.	5/31/2019 one-time
G1.B1.S1.A6 A388958	The math department will use the Florida State Standards aligned math resource to gain a new...	Lane, Susan	10/1/2018	Evidence includes USA Test Prep Reports and School Advisory Council agenda for funding approval.	5/31/2019 weekly
G1.B1.S1.A7 A388959	Coaches and support staff will be available in office during the school day to all staff members to...	Sylvester, Jennifer	8/13/2018	Evidence includes coaches logs, scheduled meetings, and email communication with academics coaches.	5/31/2019 one-time
G1.B2.S1.MA1 M424985	Administration and the School Leadership Team will analyze the collected data, surveys and...	Leader, Michael	8/16/2018	Evidence includes SLT meeting minutes, SIP mid-year meeting minutes, climate surveys, discipline data, attendance reports, and collaboration on school schedules.	5/31/2019 quarterly
G1.B2.S1.MA1 M424986	The different opportunities and training for collaboration time to improve school culture including...	Leader, Michael	8/7/2018	Evidence includes sign in sheets, training agendas, event agendas, meeting minutes, school website, school communications, marque, and guardian phone calls.	5/31/2019 quarterly
G1.B2.S1.A6 A388974	New Smyrna Beach Middle School will implement a mentoring program to connect at risk students with...	Leader, Michael	9/3/2018	Evidence includes mentor meeting sign ins, mentor meeting schedules, and agendas of mentor meetings.	5/31/2019 monthly
G1.B2.S1.A8 A388976	Student achievement celebrations for straight A students. The celebration will bring together...	Carey, Amy	10/16/2018	Evidence includes weekly Stingray news, student invitations, and photos.	5/31/2019 quarterly
G1.B1.S2.MA1 M424983	Administration and the School Leadership Team will analyze the collected data, surveys and...	Leader, Michael	9/1/2018	Evidence includes climate survey data, PLC meeting minutes, SLT meeting minutes, SIP mid-year review minutes, teacher designed lesson plans, teacher DPP's, administrative walk through data, school-based testing data, county-based testing data, and state-based testing data.	5/31/2019 quarterly
G1.B1.S2.MA1 M424984	The different opportunities for collaboration time to develop, monitor, assess, and redesign...	Leader, Michael	8/14/2018	Evidence includes MYPGS, PLC sign in sheets, PLC agendas, PLC meeting minutes, coaches' logs, administrative walk through evidence, meeting schedules on meeting calendars, meeting sign ins, meeting minutes, meeting agendas, and planning period schedules.	5/31/2019 quarterly
G1.B1.S2.A1 A388961	Staff will be given common planning time in departments to allow for more collaborative work time...	Leader, Michael	8/13/2018	Evidence includes group planning paperwork, PLC notes, PLC sign in sheets, and lesson plans.	5/31/2019 daily
G1.B1.S2.A3 A388963	Staff will complete data chats during PLC time to gain more collaboration on strategies to reach...	Sylvester, Jennifer	8/14/2018	Evidence includes PLC sign in sheets, PLC agendas, Eduphoria, Math resource print outs, and gradebook printouts.	5/31/2019 biweekly
G1.B1.S2.A4 A388964	Staff will complete lesson plan designs and redesigns during PLC time to gain more collaboration on...	Bellantoni, Ann	8/14/2018	Evidence includes Gradebook assessment data, Eduphoria, PLC sign in sheets, teacher made lesson plans, and PLC agendas.	5/31/2019 biweekly
G1.B1.S2.A5 A388965	Content specific department leaders will meet monthly with administration to allow collaboration...	Leader, Michael	8/9/2018	Evidence includes sign in sheets, meeting agendas, meeting minutes, and meeting calendar.	5/31/2019 monthly

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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.A6  A388966	Content specific department meetings will take place monthly to ensure all grade levels of the same...	Farajallah, Sabra	9/4/2018	Evidence includes sign in sheets, meeting agendas, meeting minutes, and meeting calendar.	5/31/2019 monthly
G1.B1.S2.A7  A388967	Grade level articulation meeting among all content areas will take place monthly to ensure all...	Farajallah, Sabra	10/24/2018	Evidence includes meeting sign in sheets, meeting agenda, meeting minutes, and meetings calendar.	5/31/2019 quarterly