



# Deltona Middle School

250 ENTERPRISE RD, Deltona, FL 32725

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2017-18 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">80%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">61%</p>

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	B	B	C	C*

*\*Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

The faculty, staff, and community of Deltona Middle School share the responsibility for guiding our students toward academic growth and emotional development essential for continued learning and lifelong success in a culturally diverse society.

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

The Deltona Middle School family is dedicated to the maximum growth of our students. By forming a partnership with our community, we create a caring and accepting environment for all. We rise to the challenge as we charge toward a positive tomorrow.

#### 2. School Environment

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

Our students are surveyed through a multitude of data sources. We review Cross Pointe demographic information, Title I, free and reduced lunch surveys, parent surveys collected through Title I. In addition, teachers create their own personal survey forms to learn about students. Our school counselors assist with supervision during lunch time so that they may spend time with their students and visit classrooms and assess/ address grade specific concerns relevant to grade levels. Teachers meet weekly by department during their planning time in our data room. We are able to then discuss trends we notice that include academic, behavioral, cultural, and social needs of our students. This allows teachers to become more cognizant of students' individual needs. Teachers, counselors, and administrators are also acclimated to the students' cumulative folders for those with at-risk behaviors in order to make more pronounced determinations for students in need. It is necessary to include administration, coaches, specialists and parents as these relationships are built and maintained throughout the year.

We have set up homeroom to be everyday except Wednesdays. During this time, teachers will help get their students ready for the day. An agenda was provided to each teacher to include the following: SEL activities, Flocabulary activities, review assignments for the day, check for supplies. Teachers were provided with a list of students in the Lower Quartile. During homeroom, they can work directly with those students.

Homeroom was placed at the beginning of school with the idea that tardies and missed instruction will decrease.

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

Our principal leads the charge by welcoming students as they get off the bus and getting acquainted with students and parents. Once the students arrive on campus, each grade level is supervised in a different area. Teachers of those respective grades supervise their students until the bell rings which helps with rapport and comfort for the students. On August 13, 2018 during each period all students were provided with PowerPoint presentations that reviewed school wide procedures on how to transition successfully throughout the day. Our school has worked hard to create several academic clubs that meet after school on a weekly, bi-weekly, or monthly basis in an effort to increase academic achievement.

At Deltona Middle School we are working toward improving our school culture and increasing a sense of community by focusing on student and teacher relationships of respect and rapport. Deltona Middle School has adopted a model of community building used at the Ron Clark Academy. This is a system where students and teachers are grouped into “houses” and the “houses” earn points by students doing good deeds. As points are accrued, competition between the houses bonds the students within the houses toward a common goal, creating community within the larger school community.

**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.**

School wide expectations are maintained first with consistency among the adults. During the pre-planning week, administration explained that most procedures implemented through the school improvement process last year would continue this year. Students are aware that our school has a zero tolerance for profanity, bullying, insubordination, and cell phone usage. We expect parent contact to be made for level 1 and 2 infractions that are minor school rules such as horseplay or talking without permission. In order for students to be fully engaged during instructional time, we expect teachers to learn about their students' strengths/weaknesses and include the gradual release model within their instruction. This will allow time for differentiation and accommodations based on students needs.

The School wide Behavioral System includes:

Maintaining:

1. Tardy Policy - Students are expected to arrive in class on time. We have continue to implement a school wide tardy policy for tardies and have consistent consequences for student infractions.
2. 10/10 Rule-once students are in class they are expected to remain in class the first ten and last ten minutes of class. This allows the teachers to start class immediately with purpose, direction, and instructional momentum.
3. Cell phone Policy- Students are not permitted to use cell phones during the day with the exception of the implementation of BYOT (Bring Your Own Technology) in the classroom.
4. No Tolerance for egregious offenses/offenders - students whose behaviors are habitual and/or egregious and need an alternative setting. It is the role of teachers, counselors, administration, and student services to work through the PST process and ensure that interventions are being provided. If students disrupt the learning environment making the setting unsafe for others to learn, we move forward under the direction from the district for a recommendation for an alternative setting placement.
5. Utilizing Early Warning System- We will continue to utilize the EWS as an indication of what students need, what tier of support. Please refer to the next section for more information.

Implementing:

1. Behavior Leadership Team- We will continue with our implementation of a Behavior Leadership Team with representation from each department. This team discusses areas of concerns throughout the school.
2. Behavior Data Room- Students who are identified as ESE will have an additional data room where additional meetings will be held to determine if appropriate FBA/BIP and/or IEP reviews should be held to adjust support services provided. Specialists will have access to this information and be able to analyze/notice class and/or school wide trends.

3. With the new SEL TOA position, we have targeted classrooms for her to give quarterly SEL lessons to students utilizing the Second Step curriculum. She also works with Tier 3 students on an individual basis.

**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.**

Student counseling services are readily available to students throughout the school day. Each grade-level has a full-time school counselor available and located in close proximity to classroom areas. Counselors are responsible for the schedules of their students by grade. This year, counselors moved up with their students which allows for more familiarity with the students. If a conference is requested by a child's parent and/or guardian, the counselor, along with the student's classroom teachers, are present to discuss the child's progress in each area. It is the child's counselor who reviews the student's cumulative folder and keeps track of the academic history, achievement levels, social history, and notates any social/emotional needs of the students. The counselors provide parents with local program information that is relevant to the child's needs. In some instances, this includes programs like CINS/FINS, The House Next Door, Halifax Behavioral Center, Mentoring Services provided by community agencies and One Call for Help. There are several local agencies that our school counseling department refers parents to when they are in need of services for their children.

The plan submitted by our school counselors is below:

The School Counseling Department would like to share some exciting plans that we have for our students this school year. One of the goals for this year is to "increase positive student behaviors". We are asking that all of our faculty and administration support and participate in the following:

**Social Skills Lessons during Homeroom**

The school counselors will provide each Homeroom teacher with a social skills lesson to be taught during Homeroom. These lessons will address topics including honesty, cooperation, responsibility and respect. These topics will reinforce the social skills referenced in our new student planners.

**Student of the Week**

Teachers will be asked to nominate a student weekly who exhibits both positive school behavior/attitude, along with demonstrating the social skill of the month. These students will be recognized during announcements as well as by administration for promoting positive school behavior. Behavior that is reinforced continues...we want these positive, appropriate behaviors to become contagious!

**Monitoring Attendance**

In support of our Superintendent's countywide initiative, and in an effort to promote a "culture of attendance" all year long, the school counselors will:

Contact a student's parent/guardian if the student is absent 3 or more days, based upon review of the KEEP report.

Reinforce the importance of daily attendance via announcements, marquis, Connect5calls to our DMS family, posters and certificates for students with perfect attendance.

**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 Early Warning System includes student indicators. At Deltona Middle School the Early Warning System is reviewed by a committee that is composed of teachers, administration, counselors, the school psychologist, and coaches who are familiar with students on the list. The committee then determines which indicator for each student is considered that student's highest barrier and correlates the most appropriate Multi-Tiered System of Supports. Those barriers or indicators for students could be attendance, a learning/behavioral disability, or a behavioral concern. Depending on what determinations are made, the tiered system can be appropriately implemented. All 6th and 7th graders who scored a level 2 on the FSA math have been enrolled in an Intensive math class as an additional elective. We have an Intervention Teacher who will work with struggling students in Civics. All 8th graders who scored a level 3 in the 7th grade FSA have been enrolled in a double block of Algebra.

**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	22	20	26	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	3	6	10	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	24	22	26	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	24	23	30	0	0	0	0	77

**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 includes student indicators. At Deltona Middle School the Early Warning System is reviewed by a committee that is composed of teachers, administration, counselors, the school psychologist, and coaches who are familiar with students on the list. The committee then determines which indicator for each student is considered that student's highest barrier and correlates the most appropriate Multi-Tiered System of Supports. Those barriers or indicators for students could be attendance, a learning/behavioral disability, or a behavioral concern. Depending on what determinations are made, the tiered system can be appropriately implemented. All 6th and 7th graders who scored a level 2 on the FSA math have been enrolled in an Intensive math class as an additional elective. We have an Intervention Teacher who will work with struggling students in Civics. All 8th graders who scored a level 3 in the 7th grade FSA have been enrolled in a double block of Algebra.

**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/649571>.

**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.**

This year we have a designated office specialists who share the role to build and maintain our volunteer and business relationships within the local community. These partnerships have helped to secure and sustain resources that support classroom needs, family nights, tutoring, mentoring, supplies, and parental awareness of educational programs. Our office specialists also coordinate spirit nights at local restaurants from which the restaurant will give a portion of profits. In addition, we have Ms. Felicia Benzo, who works alongside our staff. Ms. Benzo founded a co-ed Catalyst Mentoring Program with us 3 years ago and provided services to several students. In addition to Catalyst, Ms. Benzo has partnered with a teacher to continue a male mentoring program for 40 at-risk male students. The group meets every Monday after-school and has guest speakers from the community. They go on field trips and provide service to school events. Our guidance department has partnered with local businesses to initiate the heart to heart program Girls Mentoring Program which provides self esteem and problem resolution skills for girls. The City of Deltona has also shown support for Deltona Middle School students by awarding students with citizenship awards. Each month teachers nominate a student who has shown acts of being a "CHARGER"; meaning someone who cares, achieves, respects, and engages in school by being a positive leader. The administration, school counselor, and teachers then select two students per grade level based on the nominations to receive the city's Super Star Student award each month. Teachers are invited to attend the award ceremony where the Mayor presents the Super Star Student award to each student. The respective grade level administrator and principal are also present to support the student and his/her family as he/she receive the award. In addition, the Community has helped to provide back-to-school resources at the start of school, as well as gifts for families in need during the holiday season. When we have academic award ceremonies or host evening family night events, our business partners never seem to stop giving.

**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
Inge, Rick	Principal
Seidel, Susan	Assistant Principal
Potter-Whiting, Carey	Instructional Coach
Rheinheimer, Julie	Instructional Coach
crowther, tanya	Instructional Coach
Robinson, Stephanie	Instructional Coach
Hulette, Denise	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.**

Administration will:

1. Provide a common vision for the use of data-based decision-making by promoting individual analysis of student progression ensuring that educators are implementing the district's progress monitoring plan accessible through the K-12 curriculum link of the webpage.
2. Ensure the VCS Problem Solving Process is implemented to identify, analyze, and address individual student needs. Teacher and Guidance will review the students' academic and behavioral history to determine appropriate classroom interventions and document responses to Intervention.
3. Provide collaborative professional development agendas to help teachers: develop school-wide instructional strategies, horizontally and vertically plan, and learn which instructional strategies yield the most gain. For example, our School Psychologist will provide/facilitate training on skill building and understanding of the components of PS/Rtl. District Specialists will visit our school site and work directly with department leaders to support the school's infusion of reading and writing within each subject area.
4. Communicate with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.
5. Work with coaches on supporting the implementation of Kagan Strategies, ACHIEVE, Rigor and Relevance and Kagan Strategies in the classroom.

### **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.**

Our leadership team identifies systematic, instructional, and student needs. Our response to intervention addresses individual, as well as class, grade-level and school wide issues. School wide structures have been established to increase teacher/administration collaboration, development, and individual student analysis. Twice a quarter, school counselors, academic coaches, intervention teachers, and administration review each student's individual progress by grade level. School counselors have formulated a detailed spreadsheet that include an analysis of early warning systems

to further support individual needs. These needs are then tiered and addressed by need. Our Problem Solving Team and IEP Review process allow students' needs to be fully analyzed and reviewed by parents, teachers, and specialists.

During each PST and IEP review represented members may include: the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes.

The school's leadership team will focus PS/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Eduphoria is another avenue in which the leadership can analyze student progression in individual standards based on district interim assessments and state mandated tests.

#### Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I:

- Math Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach math to all students.
- Writing Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach writing to all students.
- \* Science Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach science to all students.
- Academic Intervention Teacher to provide interventions for students in need via a push-in/pull-out model
- Academic Coach for the purpose of assisting teachers in any department in the areas of classroom management, student engagement strategies and appropriate methods of assessment.
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of district interim assessment data
- Collaboration time for departments to complete Learning Walks.

#### Title I, Part C- Migrant:

The District Migrant Education Program (MEP) Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The MEP provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success

- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D:

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II:

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III:

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as targeted interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless:

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

Supplemental Academic Instruction (SAI):

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs:

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Second Step
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Deltona Middle School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health lessons through PE classes

Housing Programs:

N/A

Head Start:

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education:

N/A

**Career and Technical Education:**

DELTONA MIDDLE SCHOOL offers classes in culinary, Spanish, agriculture, art, business, and technology

DELTONA MIDDLE SCHOOL offers students career awareness opportunities through Jr.

Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business, academies (STEM, Health & Sports, Culinary & Tourism, Performing Arts and AgriScience) and industry locations.

The school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA. This year Deltona Middle continues to have three academies: STEM for 6th and 7th graders, Performing Arts Academy for 7th and 8th graders and an AgriScience Academy for 8th graders. Three more have been added: Community Involvement Academy for those students with disabilities taking the state alternate assessment classes; Culinary & Tourism Academy for 7th and 8th graders; Health & Sports for 6th and 7th graders. Teachers in each academy collaborate regularly to integrate instruction in their academy area.

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

**a. Membership**

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

Name	Stakeholder Group
Denise Hulette	Teacher
Inge, Richard	Principal
Alicea Acevedo, Brunilda	Education Support Employee
Hill, Carol	Parent
Mayes, Jerald	Business/Community
Potter-Whiting, Carey	Teacher
Toney, Diana	Parent
Marci Hair	Parent
Douglas Hair	Teacher
Zane Hair	Student
Shelley Welsh	Parent
Linda Nigro	Teacher

**b. Duties**

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

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

**a. Evaluation of last year's school improvement plan**

We still are aware that progress needs to continue with our lower quartile students. Gains were not made in all areas like we anticipated. However, the trend is in the correct direction. Therefore, we will continue moving forward, but will make school wide adjustments to add more rigor towards continuous improvements.

Another goal was to increase student engagement through research based strategies, focusing on instructional shifts.

*b. Development of this school improvement plan*

The primary function of the School Advisory Council at Deltona Middle School is to assist with the development and monitoring of our School Improvement Plan. A portion of our first meeting in September was devoted to a discussion of the data which was generated by the Florida Department of Education. An analysis of District, State, and School FSA performance levels was identified and compared to pre-established Annual Measured Outcomes. Members are encouraged to study the trends and school wide data. Members have the opportunity to review the ongoing writing of the school improvement plan and are encouraged to provide feedback; which may be incorporated into the School Improvement Plan. In lieu of another September meeting we have given our SAC members view access to our plan as we complete it so that they may generate a discussion and question the process (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings during the year will include departmental and school wide requests for School Improvement funding which directly support the school improvement plan. The October meeting will include a presentation was made to the members regarding the premise of the school improvement goals. During March, the School Advisory Council meeting will include a mid-year update on the plan's progression. The SAC will take a close look at the school budgeting process at our May meeting.

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

For the current school year, the SAC team will prioritize school wide needs based on school data. Departments and teachers will have access to funds through an approval process. The funds should be utilized to support all students' growth while addressing cross curriculum targets.

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

Last school year, 2017-2018, the School Advisory Council ended with a balance of \$1,671.27.

The SAC granted \$4,385.96 to different teachers and staff members.

\$224.58 was granted for dry erase boards and dry erase markers to be used in math and STEM classes for students to solve and present work in class.

\$99.95 was granted for flexible seating.

\$225.00 was granted to pay two teachers to work with students after school to assist with science fair projects over a period of four weeks.

\$494.37 was granted for makerspace materials for our STEM academy.

\$100 was granted to our Community Involvement Academy to purchase food items to be used as an after school fundraiser.

\$51.15 was granted for a document camera for 7th grade reading.

\$71.33 was granted to our Multi and VE Classes to purchase pizza making supplies for their math and measurement unit.

\$40.54 was granted to our Multi and VE Classes to purchase nutrition books.

\$98.30 was granted for our STEM academy to purchase solar bottle boat kits.

\$500 was granted for a field trip for our Performing Arts Academy to attend a play.

\$377.72 was granted to 6th, 7th and 8th grade classes for various classroom supplies including such items as headphones, an easel and easel paper, ink, notebooks for ISNs, copy paper, etc.

\$359.94 was granted to our Culinary Academy to purchase food preparation tables.

\$500 was granted to our STEM Academy to attend a STEM field trip at UCF.

\$500 was granted for FFA members to attend and stay at the FFA state convention.

\$52.50 was granted to purchase Spanish-English dictionaries for our ESOL classes.

\$100 was granted for our civics classes to purchase board games that reinforce economics concepts.

\$99.93 was granted to purchase communication games for nonverbal students in our Multi and VE classes.

\$265.65 was granted for our 7th grade Language Arts classes to purchase class sets of novels.

\$225 was granted for a field trip for the Yaya Club.

**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
Seidel, Susan	Assistant Principal
Inge, Rick	Principal
Potter-Whiting, Carey	Instructional Coach
Rheinheimer, Julie	Instructional Coach
crowther, tanya	Instructional Coach
Robinson, Stephanie	Teacher, K-12
Nigro, Linda	Instructional Coach

**b. Duties**

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

The leadership literacy team promotes literacy within the school by incorporating engaging strategies systematically by department throughout the school. Training has been established and common language incorporated so that transitions are made simple for students. The leadership literacy team collaborates to implement Learning Targets, Success Criteria, ACHIEVE.

The leadership literacy team is also responsible for coordinating department initiatives so that interdepartmental activities can occur which builds capacity and vertical scaffolding. We utilize newspapers and weekly readers throughout departments that are colorful, current journals for students to read and mark. These texts allow students to elaborate real world and have extended discussions that are relevant to current events.

Our media center has become an integral part of our literacy initiatives. Each department had training to support literacy within their curriculum sequence. In science, students have gone into the media center and received lessons from the media specialist regarding Proquest and learned how to research for their science fair projects. For our reading classes, the media specialist provided tours to students that showcased how books are readily available and aligned with units they are studying in class. Through language arts classes, students learned how to access Vportal in the media center. Each student knows how to check out books and are welcome to the media center during lunch.

**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.**



We have 22 teachers who are new to Deltona Middle School (DMS). The new teachers were welcomed to Deltona Middle School on August 8, 2018. During this celebration, each new teacher received a tote bag filled with supplies, lesson plan book, DMS tee shirt, teaching schedule, and informative school packet. The teachers were given a tour of the school, keys to their classroom, and individual guidance by veteran teachers who volunteered to welcome teachers to our school. The academic coaches were also available to provide the new teachers with curriculum maps and teaching materials.

By department, our math, science, language arts, and reading departments have an academic coach who help their respective departments. Each coach is responsible for professional development planning, instruction including ACHIEVE, Rigor/Relevance Quadrants, Kagan grouping, curriculum pacing and sequencing, common assessments, and maintaining the fidelity of implementation regarding remediation, accommodations, and enrichment of students. Our history and elective departments have department chairs who lead the way for their department who also lead the charge in the same initiatives.

As a school, our teachers have common planning by subject area so teachers can meet in small groups and receive time to horizontally plan and support one another.

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

Applicants for positions at Deltona Middle School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, and reference checks. Principal and Administrators provide detailed information regarding teaching philosophy, school demographics, culture and climate, as well as expectations during the interview process. Prospective applicants are given a campus tour to familiarize them with the environment, classrooms, and facilities used on a daily basis.

Teachers will participate in the implementation the Florida Standards as an effort to increase student achievement and to produce college ready students. Teachers have the opportunity to serve on our School Advisory Council, along with attending various Professional Development opportunities to expand our school in its entirety. These professional development activities include formative assessment training, VSET training, Florida Standards Implementation Trainings, ACHIEVE, Learning Targets, Quadrants, visiting Ron Clark Academy and Kagan. We have a representative attend our Teacher Advisory Council meetings held by the district office. Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.

Potential teacher candidates are encouraged to collaborate with subject area department chair(s) to gain awareness of teaching, Principal, Administrators, assignment, departmental goals, available teacher materials, and school wide policies and procedures. Participation in District Job Fair and Recruitment Activities.

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

The Academic, Science, Writing, Reading, and Math Coaches hold new teacher meetings before school to train teachers on school specific items and needs. During this time, new teachers are encouraged to ask questions and request assistance. Academic Coaches are expected to model, plan, and intervene when necessary.

The new teachers were strategically housed within their specific grade levels to increase grade level and subject area collaboration. This includes instructional strategies as well as interventions that are successful for individual learners. Our teachers also have access to intervention specialists who work with students who are struggling. This also creates an atmosphere for professional collaboration. Our administrative team utilizes the first quarter of the school year to praise positive teacher practices as well as provide constructive feedback regarding areas that need developing.

Teachers who are in their second year of teachers have been paired with teacher mentors. The teacher mentors have demonstrated school leadership qualities throughout the years.

## 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.**

Volusia County Schools' core curriculum is paced and sequenced through district curriculum maps. In addition our classroom teachers are provided with textbooks and quarterly district assessments that correlate to Florida standards. Teachers are held accountable for giving students assessments which keep students at all schools across the district exposed to common test complexity levels.

At Deltona Middle School, we are fortunate that our coaches receive an extensive amount of training on the use of the curriculum map, resources, and instructional strategies to implement all three. The coaches are also situated near one another on campus so that they can collaborate inter-departmentally.

#### 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.**

Students are monitored in a multiple ways with previous and present data. 2017-18 FSA data was used to determine current class placement, with previous school year's grades as another and after school tutoring (STAR) /in class intervention-Title I remedial servicing. Our Title I funding has afforded 1 academic intervention teacher to focus solely on students struggling in civics.

**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:** 1,800

School-wide tutoring is structured to include intensive intervention for struggling students and increases in rigor by allowing extended enrichment opportunities for quick learners. Our intensive intervention students are monitored on a regular basis throughout professional learning community meetings within departments, literacy team meetings, the problem solving team process, and guidance meetings.

Our school offers STAR state-funded tutoring for students with a level 1 in reading and/or math (2017-18) and low grade averages for the 2017-18 year.

### **Strategy Rationale**

The students are monitored on an individual basis and are evaluated comprehensively to determine placement, disabilities/strengths, and accommodations required to meet students needs. Students are tiered in classes more appropriate for their learning style and also aligned with additional instructional time after school. Our tutoring program is offered by certified teachers who tutor students in pairs. Students are given instruction via a self paced computer module that re-emphasizes skills and concepts until proficiency.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Inge, Rick, rringe@volusia.k12.fl.us

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

STAR data is collected through diagnostic testing using I-Ready software. The student then receives 30 hours of tutoring while his or her success is tracked through the I-Ready software.

## **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.**

Student schedules are built based upon academic needs and the supported by those needs. Adults and programs are developed to satisfy those needs. Therefore, students with similar needs are grouped together (toggled) and sections are determined based on the numbers needed. Depending on the type of program it is- that cohort group can move together throughout the day so that they have the same teachers which provides greater commonality and structure for the structure for the students. With our ESOL students, those students move as a group and have the support of a paraprofessional in their core subjects who ensures accommodations are being made and their class sizes are smaller. Our ESE students have annual meetings as they transition grade levels to consider placement decisions. To transition into high school, we bring administration/counselors from the zoned high schools to help our teachers recommend courses accurately.

### **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.**

Middle school students are exposed to college and career awareness through planning sessions provided by our guidance counselors, district fairs, partnering schools, and local community speakers. The school offers students elective courses in agriculture, art, culinary, spanish, marketing, business, technology, PE, band, orchestra, and peer counseling. Parents and students are informed about each of these elective course offerings and select which they'd like to consider for the upcoming school year.

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

Our career and Technical education programs include Introduction to Technology in which our eighth grade students can receive a high school credit for. Our technology courses have been upgraded by PITSCO STEM labs over the summer and have all new self paced software modules for students to utilize. In addition, students are exposed to our Agriculture program. Students in the technology courses are able to earn Microsoft office industry certifications upon successful completion of assessment.

We invite the high school academy leaders to come and share with our eighth grade students.

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

Our Career and Technical education collaborate with core education teachers when possible. Our technology classes are helpful with teaching students how to search and utilize resources in an effort to support and document references. In addition, our career and technical education courses are able to integrate reading and writing strategies when applicable. All of these areas integrated tends to make learning more relevant and applicable to real world scenarios for our students. The agriscience academy teachers meet at a bi-weekly level in order to establish planning and share their current topics to target cross discipline lessons.

**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.**

Strategies have been implemented to prepare our students for postsecondary level including:

- Career Academies
- Technical Education Courses
- College Expo
- Parent Informational Nights
- College Visits
- High School Showcase

## 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 we incorporate research-based strategies that are focused on rigor, while also being mindful of 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 we incorporate research-based strategies that are focused on rigor, while also being mindful of collective efficacy, then student achievement will increase. 1a

G100568

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
Math Lowest 25% Gains	52.0
FSA Mathematics Achievement	56.0
Civics EOC Pass	70.0
School Grade - Percentage of Points Earned	58.0
Statewide Science Assessment Achievement	63.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	97.0
Math Gains	65.0
Geometry EOC Pass Rate	97.0
ELA/Reading Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Instruction - lessons not rigorous, student lack of foundation, cohesive cross curriculum, academic and behavior plans
- School culture - classroom management/de-escalation strategies, punitive vs restorative values

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

- Title 1 funding
- ACHIEVE Training
- Coaches – 5 (Science, Math, Reading, LA and Academic)
- Academic Intervention teacher
- Supportive administrative staff
- Continuation of Intensive Math classes
- Common planning
- ERPL
- District Liaison
- Kagan Strategies
- REMIND

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

SIP Progress Monitoring Meeting

**Person Responsible**

Susan Seidel

**Schedule**

On 10/31/2018

**Evidence of Completion**

SIP progress monitoring meeting minutes and sign in sheet

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

SIP Mid Year Review

**Person Responsible**

Susan Seidel

**Schedule**

On 2/28/2019

**Evidence of Completion**

Midyear review in CIMS

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

State Assessment Results

**Person Responsible**

Rick Inge

**Schedule**

On 7/18/2019

**Evidence of Completion**

Step Zero for 2018-19 SIP



## Action Plan for Improvement


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

**G1.** If we incorporate research-based strategies that are focused on rigor, while also being mindful of collective efficacy, then student achievement will increase. 1

G100568

**G1.B1** Instruction - lessons not rigorous, student lack of foundation, cohesive cross curriculum, academic and behavior plans 2

B271287

**G1.B1.S1** Cultivate an academic culture for increased rigor. 4

S287170

### Strategy Rationale

Provide effective PD for all instructional staff on professional learning requests, grade level cross-curriculum collaborate teaching models, Collective Efficacy, Kagan, and ACHIEVE.

### Action Step 1 5

Teacher Voice

#### Person Responsible

Rick Inge

#### Schedule

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

#### Evidence of Completion

Providing PD based on given survey.

### Action Step 2 5

Develop rigorous lessons

#### Person Responsible

Susan Seidel

#### Schedule

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

#### Evidence of Completion

Learning walks, district walk throughs, DIA/SMT/VLT/FAIR testing scores, peer reviews

**Action Step 3** 5

Teacher Collaboration

**Person Responsible**

Carey Potter-Whiting

**Schedule**

Daily, from 8/1/2018 to 5/31/2019

**Evidence of Completion**

DIA/SMT/VLT/FAIR testing scores, peer reviews

**Action Step 4** 5

Classroom Management with Professional Development

**Person Responsible**

Carey Potter-Whiting

**Schedule**

Daily, from 8/1/2018 to 5/31/2019

**Evidence of Completion**

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

Compile, analyze, and implement teacher voice survey results.

**Person Responsible**

Susan Seidel

**Schedule**

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

**Evidence of Completion**

Microsoft Forms surveys

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

Weekly department PLC will be designed to build rigorous standard driven lessons that will be peer-reviewed.

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

PLC Agendas

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

Rigorous lesson planning between ESE teacher and gen. ed teachers will be held monthly to increase teacher collaboration.

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

Lesson plans and Agendas

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

Cross curriculum lesson mapping will be discussed by grade level during ERPL/PD/PLC.

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

MyPGS and PLC agandas

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

Professional Development and PLC time will be provided on the following topics: cultivating a supportive school culture, collective efficacy, instructional technology, rigorous instructional design, Kagan, PST process, and ACHIEVE. These tools and resources will assist in increasing classroom management effectiveness.

**Person Responsible**

Susan Seidel

**Schedule**

***Evidence of Completion***

MyPGS, agendas

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

By using teacher voice surveys, teacher instructional needs will be identified.

**Person Responsible**

Carey Potter-Whiting

**Schedule**

On 5/31/2019

***Evidence of Completion***

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

Peer-review lessons will increase the rigor needed to meet standards and increase student achievement.

**Person Responsible**

Susan Seidel

**Schedule**

On 5/31/2019

***Evidence of Completion***

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

Collaborative lessons with ESE and gen. ed. teacher will increase the rigor needed to meet standards and increase student achievement.

**Person Responsible**

Susan Seidel

**Schedule**

On 5/31/2019

***Evidence of Completion***

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

Cross-curriculum lessons will increase the rigor needed to meet standards and increase student achievement.

**Person Responsible**

Susan Seidel

**Schedule**

On 5/31/2019

***Evidence of Completion***

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

Learning walks will increase teacher knowledge of effective classroom management tools and resources.

**Person Responsible**

Susan Seidel

**Schedule**

On 5/31/2019

***Evidence of Completion***

**G1.B2** School culture - classroom management/de-escalation strategies, punitive vs restorative values **2**

 B271288

**G1.B2.S1** Cultivate a supportive school culture. **4**

 S287171

**Strategy Rationale**

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

House System

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

House Celebrations

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

Mentoring Program in Homeroom

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

Increase in 18/19 rating in the Supportive Environment of the 5Essentials report

**Action Step 3** 5

School wide Parental Communication

**Person Responsible**

Rick Inge

**Schedule**

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

***Evidence of Completion***

Generates increased parental engagement

**Action Step 4** 5

Restorative Practices

**Person Responsible**

Carey Potter-Whiting

**Schedule**

On 5/31/2019

***Evidence of Completion***

Decrease in referral count, learning walks

**Action Step 5** 5

Teacher to Teacher Trust

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

Decrease in referral count, learning walks



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

Point collection system will be utilized through Class Dojo

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

**Evidence of Completion**

APP review of points

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

Positive relationship building will occur during Homeroom time through circles, challenges, class discussions, power points, challenges and videos

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

**Evidence of Completion**

PLC discussion

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

Parent, student, and teacher communication will increase using Remind APP

**Person Responsible**

Rick Inge

**Schedule**

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

**Evidence of Completion**

Positive feedback from stakeholders

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

Restorative Practices

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

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

Presenting a Teacher to Teacher PL will increase a collaborative atmosphere and increase school wide culture

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

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

House Points will be utilized to increase student culture, engagement, and attendance in the classroom, providing an additional resource for teachers.

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

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

A sense of belonging will increase student and teacher trust which will improve students' willingness to share safety concerns.

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

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

Cultivating school-wide culture will increase restorative practices and decrease punitive practices

**Person Responsible**

Carey Potter-Whiting

**Schedule**

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

***Evidence of Completion***

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

Remind APP will be used to increase timely synchronized information between parents, students and staff

**Person Responsible**

Rick Inge

**Schedule**

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

***Evidence of Completion***

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

Through Teacher to Teacher PL, Teachers will increase their willingness to share and work collaboratively with their peers

**Person Responsible**

Susan Seidel

**Schedule**

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

***Evidence of Completion***

## V. Professional Development Opportunities

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

**G1.** If we incorporate research-based strategies that are focused on rigor, while also being mindful of collective efficacy, then student achievement will increase.

**G1.B1** Instruction - lessons not rigorous, student lack of foundation, cohesive cross curriculum, academic and behavior plans

**G1.B1.S1** Cultivate an academic culture for increased rigor.

### **PD Opportunity 1**

Teacher Voice

#### **Facilitator**

Potter/committee

#### **Participants**

Staff

#### **Schedule**

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

### **PD Opportunity 2**

Classroom Management with Professional Development

#### **Facilitator**

Various - Admin and coaches

#### **Participants**

Staff

#### **Schedule**

Daily, from 8/1/2018 to 5/31/2019

**G1.B2** School culture - classroom management/de-escalation strategies, punitive vs restorative values

**G1.B2.S1** Cultivate a supportive school culture.

**PD Opportunity 1**

House System

**Facilitator**

Potter/Committee

**Participants**

Students and Staff

**Schedule**

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

**PD Opportunity 2**

Restorative Practices

**Facilitator**

Potter

**Participants**

Staff

**Schedule**

On 5/31/2019




















**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	Teacher Voice	\$0.00
2	G1.B1.S1.A2	Develop rigorous lessons	\$0.00
3	G1.B1.S1.A3	Teacher Collaboration	\$0.00
4	G1.B1.S1.A4	Classroom Management with Professional Development	\$0.00
5	G1.B2.S1.A1	House System	\$0.00
6	G1.B2.S1.A2	Mentoring Program in Homeroom	\$0.00
7	G1.B2.S1.A3	School wide Parental Communication	\$0.00
8	G1.B2.S1.A4	Restorative Practices	\$0.00
9	G1.B2.S1.A5	Teacher to Teacher Trust	\$0.00
<b>Total:</b>			<b>\$0.00</b>

## 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.B1.S1.MA5  M425381	Professional Development and PLC time will be provided on the following topics: cultivating a...	Seidel, Susan	8/13/2018	MyPGS, agendas	No End Date quarterly
G1.MA1  M425392	SIP Progress Monitoring Meeting	Seidel, Susan	9/4/2018	SIP progress monitoring meeting minutes and sign in sheet	10/31/2018 one-time
G1.MA2  M425393	SIP Mid Year Review	Seidel, Susan	1/7/2019	Midyear review in CIMS	2/28/2019 one-time
G1.B1.S1.MA1  M425372	By using teacher voice surveys, teacher instructional needs will be identified.	Potter-Whiting, Carey	8/13/2018		5/31/2019 one-time
G1.B1.S1.MA7  M425373	Peer-review lessons will increase the rigor needed to meet standards and increase student...	Seidel, Susan	8/13/2018		5/31/2019 one-time
G1.B1.S1.MA8  M425374	Collaborative lessons with ESE and gen. ed. teacher will increase the rigor needed to meet...	Seidel, Susan	8/13/2018		5/31/2019 one-time
G1.B1.S1.MA9  M425375	Cross-curriculum lessons will increase the rigor needed to meet standards and increase student...	Seidel, Susan	8/13/2018		5/31/2019 one-time
G1.B1.S1.MA10  M425376	Learning walks will increase teacher knowledge of effective classroom management tools and...	Seidel, Susan	8/13/2018		5/31/2019 one-time
G1.B1.S1.MA1  M425377	Compile, analyze, and implement teacher voice survey results.	Seidel, Susan	8/13/2018	Microsoft Forms surveys	5/31/2019 monthly
G1.B1.S1.MA2  M425378	Weekly department PLC will be designed to build rigorous standard driven lessons that will be...	Seidel, Susan	8/13/2018	PLC Agendas	5/31/2019 biweekly
G1.B1.S1.MA3  M425379	Rigorous lesson planning between ESE teacher and gen. ed teachers will be held monthly to increase...	Seidel, Susan	8/13/2018	Lesson plans and Agendas	5/31/2019 monthly
G1.B1.S1.MA4  M425380	Cross curriculum lesson mapping will be discussed by grade level during ERPL/ PD/PLC.	Seidel, Susan	8/13/2018	MyPGS and PLC agendas	5/31/2019 quarterly
G1.B1.S1.A1  A389405	Teacher Voice	Inge, Rick	8/13/2018	Providing PD based on given survey.	5/31/2019 daily
G1.B1.S1.A2  A389406	Develop rigorous lessons	Seidel, Susan	8/13/2018	Learning walks, district walk throughs, DIA/SMT/VLT/FAIR testing scores, peer reviews	5/31/2019 biweekly
G1.B1.S1.A3  A389407	Teacher Collaboration	Potter-Whiting, Carey	8/1/2018	DIA/SMT/VLT/FAIR testing scores, peer reviews	5/31/2019 daily
G1.B1.S1.A4  A389408	Classroom Management with Professional Development	Potter-Whiting, Carey	8/1/2018		5/31/2019 daily
G1.B2.S1.MA1  M425382	House Points will be utilized to increase student culture, engagement, and attendance in the...	Potter-Whiting, Carey	8/13/2018		5/31/2019 quarterly
G1.B2.S1.MA7  M425383	A sense of belonging will increase student and teacher trust which will improve students'...	Potter-Whiting, Carey	8/13/2018		5/31/2019 monthly
G1.B2.S1.MA8  M425384	Cultivating school-wide culture will increase restorative practices and decrease punitive practices	Potter-Whiting, Carey	8/13/2018		5/31/2019 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA9 M425385	Remind APP will be used to increase timely synchronized information between parents, students and...	Inge, Rick	8/13/2018		5/31/2019 monthly
G1.B2.S1.MA10 M425386	Through Teacher to Teacher PL, Teachers will increase their willingness to share and work...	Seidel, Susan	8/13/2018		5/31/2019 quarterly
G1.B2.S1.MA1 M425387	Point collection system will be utilized through Class Dojo	Potter-Whiting, Carey	8/13/2018	APP review of points	5/31/2019 daily
G1.B2.S1.MA2 M425388	Positive relationship building will occur during Homeroom time through circles, challenges, class...	Potter-Whiting, Carey	8/13/2018	PLC discussion	5/31/2019 daily
G1.B2.S1.MA3 M425389	Parent, student, and teacher communication will increase using Remind APP	Inge, Rick	8/13/2018	Positive feedback from stakeholders	5/31/2019 weekly
G1.B2.S1.MA4 M425390	Restorative Practices	Potter-Whiting, Carey	8/13/2018		5/31/2019 quarterly
G1.B2.S1.MA5 M425391	Presenting a Teacher to Teacher PL will increase a collaborative atmosphere and increase school...	Seidel, Susan	8/13/2018		5/31/2019 quarterly
G1.B2.S1.A1 A389409	House System	Potter-Whiting, Carey	8/13/2018	House Celebrations	5/31/2019 daily
G1.B2.S1.A2 A389410	Mentoring Program in Homeroom	Potter-Whiting, Carey	8/13/2018	Increase in 18/19 rating in the Supportive Environment of the 5Essentials report	5/31/2019 daily
G1.B2.S1.A3 A389411	School wide Parental Communication	Inge, Rick	8/13/2018	Generates increased parental engagement	5/31/2019 daily
G1.B2.S1.A4 A389412	Restorative Practices	Potter-Whiting, Carey	8/13/2018	Decrease in referral count, learning walks	5/31/2019 one-time
G1.B2.S1.A5 A389413	Teacher to Teacher Trust	Seidel, Susan	8/13/2018	Decrease in referral count, learning walks	5/31/2019 daily
G1.MA3 M425394	State Assessment Results	Inge, Rick	4/3/2019	Step Zero for 2018-19 SIP	7/18/2019 one-time