



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Deland Middle School

1400 AQUARIUS AVE

Deland, FL 32724

386-822-6580

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

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
66%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
41%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

**2009-10**  
B

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Deland Middle School

##### Principal

William Dunnigan

##### School Advisory Council chair

Patricia A Lapinsky

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gayle Kohlier	Math Dept. Chair/SAC Co-Chair
Pete DiMuro	Science Dept. Chair
Wendy Gifford	Social Science Dept. Chair
Sabra Farajallah	Asst. Principal - Curriculum
Amber Johnson	Elective Dept. Chair
Kelly Brewington	ESE Dept. Chair
Debbie Brocklehurst	PE Dept. Chair
Terry Calkins	Asst. Principal
Brian Goddard	Asst. Principal

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Patricia Lapinsky - Co Chair of SAC

Gayle Kohlier - Co Chair of SAC

Bill Dunnigan - Principal

Sabra Farajallah - Assistant Principal

Our SAC consists of parents, community business members, school based administrators, staff and faculty of DeLand Middle School. Our elections are held in May of each year. We also appoint members

throughout the school year. 61% of our members were not employed with Volusia County Schools. Our SAC reflects the cultural make up of our school population.

**Involvement of the SAC in the development of the SIP**

Our SAC was instrumental in the development and approval of our SIP in 2012-2013. They were initially given draft copies of the plan and then approved the final plan. We also gathered input from all stakeholders. This was communicated through a Connect Ed phone call to each student's home, it was also advertised on our school marquee. SAC members were presented with data from all departments through a SAC meeting. We then gathered input from all members in the development of the plan.

**Activities of the SAC for the upcoming school year**

SAC will meet monthly to provide input and participate in the development of the SIP. They will be provided our progress monitoring data. Department chairs will provide information on our ongoing activities to SAC members (e.g. Science Fair, Colonial Fair, Literacy Fair, Math Counts, etc. ).

**Projected use of school improvement funds, including the amount allocated to each project**

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**William Dunnigan**

Principal

Years as Administrator: 18

Years at Current School: 3

**Credentials**

Master's Degree in Educational Leadership from Nova Southeastern University

**Performance Record**

DeLand Middle School has been a C for the last three years.

**Brian Goddard**

Asst Principal	Years as Administrator: 0	Years at Current School: 0
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**Credentials**

West Virginia University - Bachelors in Education  
Stetson University - Masters in Ed Leadership

**Performance Record**

N/A

**Terry Calkins**

Asst Principal	Years as Administrator: 23	Years at Current School: 23
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**Credentials**

Henderson State - BS in Education  
Nova Southeastern - Masters of Science

**Performance Record**

DeLand Middle School has been a C for the last three years.

**Sabra Farajallah**

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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**Credentials**

Florida International University - MS in Elem. Ed  
Florida International University - Ed. Spec. in Ed Leadership

**Performance Record**

DeLand Middle School has been a C for the last two years.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:****Patricia Lapinsky**

Full-time / School-based	Years as Coach: 1	Years at Current School: 3
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**Areas**

Reading/Literacy

**Credentials**

Master's Degree from UCF

**Performance Record**

DeLand Middle School was a C last year.



<b>Linda Nigro</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Rollins College - Bachelor's in Elem. Ed.	
<b>Performance Record</b>	N/A	

**Classroom Teachers**

**# of classroom teachers**

76

**# receiving effective rating or higher**

97, 128%

**# Highly Qualified Teachers**

96%

**# certified in-field**

75, 99%

**# ESOL endorsed**

20, 26%

**# reading endorsed**

13, 17%

**# with advanced degrees**

32, 42%

**# National Board Certified**

0, 0%

**# first-year teachers**

10, 13%

**# with 1-5 years of experience**

14, 18%

**# with 6-14 years of experience**

17, 22%

**# with 15 or more years of experience**

29, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our administrative team attends all Volusia County job fairs, in order to recruit highly qualified teachers. All of the administrators participate in interviewing candidates. Once on staff, teachers are assigned a PAR (if they are new) or the Literacy Coach, Department Chairs and Media Specialist help mentor teachers who are new to our school.

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers at our school are provided a Peer Assistance Review (PAR) teacher and PAR evaluator by the district. PAR's meet with the teachers on a bi-monthly basis; observing, evaluating, mentoring, etc. In addition, the Reading Coach also mentors the new teachers. For teachers in their second year of teaching, the district assigns an E3 mentor, which at our school, is the Reading Coach, who provides support for those teachers.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school has a District Assigned part time Math Coach to assist Math teachers in data analysis and lesson planning and implementation. Each department meets bi monthly, and collaborates in PLC's to analyze data and plan for instruction. The Reading Coach assists the Literacy Team in data analysis and lesson planning and implementation. Many teachers tutor before school and during lunch to assist those students who are struggling. The Literacy, Math, Science and Social Science departments meet twice a year for an entire day to look at data, and discuss best practices.

### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based leadership team meets to develop the strategies for the SIP. They also meet monthly with their team, to support the strategies' implementation in the classrooms.

### Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Department chairs ensure the team members are implementing district assessments, assist in analyzing data and planning of lessons. Department chairs ensure best practices to increase student achievement. Administrators will monitor the fidelity when completing walk-throughs and observations.

### Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Departments use data from the Achievement Series and Data Warehouse to gather data on our students. Teachers meet in PLC's to focus instruction according to the outcomes of the data. Our school offers intensive math to Level 1 students and our Level 1 reading students receive 90 minutes a day of reading instruction.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

In order to share our plan with parents, we utilize our newsletter, "The Terrier Tattler", our website and Connect Ed. The teachers are informed through emails, PLC meetings and faculty meetings. Teachers are also being trained during our early release PD days.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

Tutoring is offered before, during and after school.

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

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

N/A

#### **Who is responsible for monitoring implementation of this strategy?**

N/A

### **Literacy Leadership Team (LLT)**

#### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Patricia Lapinsky	Literacy Coach
Sabra Farajallah	Assistant Principal - Curriculum
Gayle Kohlier	Math Department Chair
Pete DiMuro	Science Department Chair
Wendy Gifford	Social Science Department Chair
Amber Johnson	Elective Department Chair
Debbie Brocklehurst	PE Department Chair
Liz Mann	Media Specialist

Name	Title
Bill Dunnigan	Principal
Terry Calkins	Assistant Principal
Brian Goddard	Assistant Principal - ESE

### **How the school-based LLT functions**

The LLT meets monthly to ensure literacy best practices are being implemented across the content areas.

### **Major initiatives of the LLT**

Reading and writing strategies will be implemented across the content curriculum in order to ensure the academic success of all students. These strategies include: close reading, text based questions, academic vocabulary and the gradual release model.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

The Literacy Coach facilitated a presentation on Close Reading to the content area teachers during their Data Day. Teachers spend time in Professional Learning Communities (PLC) working on creating Text Based Questions for their content area. We have implemented a sixth grade wide reading book. Homeroom teachers will read and discuss a specific book with all of our sixth graders. We are hoping to build vocabulary and a common language when discussing literature. We have also implemented school wide academic vocabulary. Language Arts teachers instruct the specific vocabulary, but all teachers reinforce the vocabulary. The vocabulary is also reinforced on the morning news. The teachers have also been trained in the Gradual Release model and then spent time planning lessons to implement the model. The use of these strategies are monitored through the use of school wide assessments such as: Reading Interim, Volusia Writes, FAIR, DIA's, and DSA's. Administrators also monitor use of these strategies when performing walk-throughs and observations. The Literacy Coach also models and facilitates use of these strategies when visiting classrooms.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

The Guidance Counselor presents course options to the students, they bring the paperwork home to their parents, so that the entire family is included in the decision making process.

### **Strategies for improving student readiness for the public postsecondary level**

The 8th grade Guidance Counselor works with the students on a computer based program to plan and select high school courses and career opportunities.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	No	67%
American Indian				
Asian	78%	92%	Yes	80%
Black/African American	38%	32%	No	45%
Hispanic	53%	43%	No	58%
White	70%	60%	No	73%
English language learners	44%	23%	No	50%
Students with disabilities	29%	23%	No	36%
Economically disadvantaged	52%	43%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	251	26%	34%
Students scoring at or above Achievement Level 4	256	27%	33%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		24%
Students scoring at or above Level 7	12	80%	80%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	526	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	129	52%	55%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	22	50%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		12%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		18%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	143	46%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	46%	No	60%
American Indian				
Asian	85%	83%	No	87%
Black/African American	32%	26%	No	39%
Hispanic	46%	29%	No	51%
White	62%	55%	No	66%
English language learners	40%	12%	No	46%
Students with disabilities	28%	23%	No	35%
Economically disadvantaged	44%	33%	No	50%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	295	31%	34%
Students scoring at or above Achievement Level 4	118	12%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		43%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	488	52%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	138	55%	58%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	153	85%	88%
Middle school performance on high school EOC and industry certifications	119	78%	81%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	50%	54%
Students scoring at or above Achievement Level 4	48	30%	34%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	26%	29%
Students scoring at or above Achievement Level 4	80	25%	28%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		78%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		10
Participation in STEM-related experiences provided for students	850	70%	70%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
<b>CTE program concentrators</b>			
CTE teachers holding appropriate industry certifications	0	0%	100%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	33	3%	2%
Students who fail an English Language Arts course	74	7%	6%
Students who fail two or more courses in any subject	63	6%	5%
Students who receive two or more behavior referrals	314	25%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	302	24%	23%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

DeLand Middle had an Open House in September. We had all of our parents and students fill out and acknowledge the Student/Parent Compact. We communicate with parents using Connect Ed and the Terrier Tattler. We don't receive any Title One funds.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

## Goals Summary

- G1.** DeLand Middle School will integrate reading and writing throughout the content areas in order to increase the achievement of all students.

## Goals Detail

**G1.** DeLand Middle School will integrate reading and writing throughout the content areas in order to increase the achievement of all students.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Teachers, Professional Development, Literacy Coach, websites, Common Core activities, Volusia Writes, variety of text, Book Fair funds,

### Targeted Barriers to Achieving the Goal

- Meeting the needs of all students

## Plan to Monitor Progress Toward the Goal

Monitor the use of the following strategies: Close Reading, Text Based Questions, Gradual Release Model and teaching academic vocabulary throughout the content areas in order to meet the needs of all of our students.

**Person or Persons Responsible**

Teachers, Literacy Coach, Administration

**Target Dates or Schedule:**

throughout the school year during observations, classroom visits and walk throughs

**Evidence of Completion:**

classroom observations

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** DeLand Middle School will integrate reading and writing throughout the content areas in order to increase the achievement of all students.

**G1.B1** Meeting the needs of all students

**G1.B1.S1** Instruct all teachers in using Close Reading in their classroom.

#### **Action Step 1**

Professional Development in Close Reading during an early release Wednesday to train all teachers. Follow up training by the Literacy Coach during Data Day. Teachers will be expected to implement the strategy in their classroom.

#### **Person or Persons Responsible**

all teachers, Literacy Coach

#### **Target Dates or Schedule**

early release Wed. PD, Data Days, PLC time

#### **Evidence of Completion**

FCAT, DIA's, Reading Interims

#### **Facilitator:**

Literacy Coach

#### **Participants:**

all teachers

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

Monitor the implementation of the strategy of Close Reading in all classrooms

#### **Person or Persons Responsible**

Administrators and Literacy Coach

#### **Target Dates or Schedule**

throughout the school year

#### **Evidence of Completion**

Walkthroughs, observations and classroom visits throughout the school year and assessments at the end of the school year: FCAT, EOC's

### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor the strategy Close Reading for effectiveness.

#### **Person or Persons Responsible**

Administrators, Literacy Coach

#### **Target Dates or Schedule**

throughout the school year during walkthroughs and observations (Admin) and classroom visits, conversations (Lit Coach)

#### **Evidence of Completion**

Student assessments will demonstrate increased ability to read and write - DIA's, DSA's, Reading Interims, FCAT, EOC's, Volusia Writes

**G1.B1.S2** Incorporate Academic Vocabulary across the content areas for all students.

**Action Step 1**

Instruct Academic Vocabulary in all Language Arts classes, content area teachers will reinforce the vocabulary

**Person or Persons Responsible**

Language Arts teachers, content area teachers, Literacy Coach

**Target Dates or Schedule**

throughout the school year

**Evidence of Completion**

FCAT, FCAT Writes, word walls, student writing

**Facilitator:**

Literacy Coach

**Participants:**

all teachers and administrators

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

Monitor use of strategy in classrooms

**Person or Persons Responsible**

Administrators, Literacy Coach, teachers

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

FCAT Writes, FCAT and EOC at the end of the school year

## Plan to Monitor Effectiveness of G1.B1.S2

Monitor use of academic vocabulary in classrooms, including the use of Word Walls

### Person or Persons Responsible

Administrators, Literacy Coach

### Target Dates or Schedule

Throughout the school year during walk throughs and evaluations

### Evidence of Completion

Volusia Writes, EOC's and FCAT scores at the end of the school year

**G1.B1.S3** Teachers will be trained in using text based questions in their classroom as best practice.

### Action Step 1

Teachers will be trained in using Text Based Questions, teachers will then use text based questions as best practice in their instruction.

### Person or Persons Responsible

all teachers

### Target Dates or Schedule

throughout the school year

### Evidence of Completion

FCAT, Reading Interims, DIA's, DSA's

### Facilitator:

Literacy Coach

### Participants:

all teachers



### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor use of strategy in classrooms

**Person or Persons Responsible**

Administrators, Literacy Coach

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

EOC's and FCAT scores at the end of the school year

### Plan to Monitor Effectiveness of G1.B1.S3

Teachers will be expected to use text based questions as best practice within their lessons

**Person or Persons Responsible**

Administrators and Literacy Coach

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Student assessments will demonstrate increased ability to read and write, DIA's, DSA's, Reading Interims, FCAT, EOC's

**G1.B1.S4** Teachers will be taught to instruct using the Gradual Release Model.

**Action Step 1**

Teachers will be instructed in using the Gradual Release Model as best practice in their classrooms

**Person or Persons Responsible**

all teachers, administrators

**Target Dates or Schedule**

Early Release Wednesday PD, PD on the teacher work day

**Evidence of Completion**

classroom observation

**Facilitator:**

Literacy Coach

**Participants:**

all teachers, administrators

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Monitor use of the Gradual Release Model in classrooms

**Person or Persons Responsible**

Administrators, Literacy Coach

**Target Dates or Schedule**

During classroom visits, administrators and Literacy Coach will monitor use of Gradual Release model

**Evidence of Completion**

Observations

## Plan to Monitor Effectiveness of G1.B1.S4

DMS teachers will use Gradual Release Model when instructing students

### **Person or Persons Responsible**

Administrators, Literacy Coach

### **Target Dates or Schedule**

During observations throughout the school year

### **Evidence of Completion**

observations, walkthroughs, formative and summative assessments, Volusia Writes, student work samples

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** DeLand Middle School will integrate reading and writing throughout the content areas in order to increase the achievement of all students.

### **G1.B1** Meeting the needs of all students

**G1.B1.S1** Instruct all teachers in using Close Reading in their classroom.

#### **PD Opportunity 1**

Professional Development in Close Reading during an early release Wednesday to train all teachers. Follow up training by the Literacy Coach during Data Day. Teachers will be expected to implement the strategy in their classroom.

#### **Facilitator**

Literacy Coach

#### **Participants**

all teachers

#### **Target Dates or Schedule**

early release Wed. PD, Data Days, PLC time

#### **Evidence of Completion**

FCAT, DIA's, Reading Interims

**G1.B1.S2** Incorporate Academic Vocabulary across the content areas for all students.

**PD Opportunity 1**

Instruct Academic Vocabulary in all Language Arts classes, content area teachers will reinforce the vocabulary

**Facilitator**

Literacy Coach

**Participants**

all teachers and administrators

**Target Dates or Schedule**

throughout the school year

**Evidence of Completion**

FCAT, FCAT Writes, word walls, student writing

**G1.B1.S3** Teachers will be trained in using text based questions in their classroom as best practice.

**PD Opportunity 1**

Teachers will be trained in using Text Based Questions, teachers will then use text based questions as best practice in their instruction.

**Facilitator**

Literacy Coach

**Participants**

all teachers

**Target Dates or Schedule**

throughout the school year

**Evidence of Completion**

FCAT, Reading Interims, DIA's, DSA's

**G1.B1.S4** Teachers will be taught to instruct using the Gradual Release Model.

**PD Opportunity 1**

Teachers will be instructed in using the Gradual Release Model as best practice in their classrooms

**Facilitator**

Literacy Coach

**Participants**

all teachers, administrators

**Target Dates or Schedule**

Early Release Wednesday PD, PD on the teacher work day

**Evidence of Completion**

classroom observation