Deland Middle School

2019-20 Schoolwide Improvement Plan

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Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

Demographics

Principal: John Devito R

Start Date for this Principal: 7/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: C (49%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

If DeLand Middle implements standards-based instruction, that is aligned with the shifts, and focused on student engagement, then we will improve student achievement across the content areas.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
DeVito, John	Principal	Provide strategic direction though out the school year, develop standardized curricula, assess teaching methods/practices, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Goddard, Brian	Assistant Principal	Monitor ESSA data, provide professional learning specific to the needs of ESE/504 students and staff, assist in creating master schedule to fulfill the needs of students IEP's who require support and separate class instruction.
DeLoughery, Alicia	Teacher, K-12	Social Studies Department Chair
French, Laura	Teacher, K-12	Science Department Chair Science Olympiad Co-Chair
Beans, Lori	Instructional Media	Media Specialist, DLTL, Gradebook chair, Coordinate with district PLL, Assist in facilitation of PL throughout the school year and book club, Assist with Testing, Social Media Coordinator, New Teacher contact.
Mahaney, Ryan	Assistant Principal	Support and foster the school's instructional strategy while ensuring its successful execution. Monitoring student/school data throughout the SY: DIAs and VLTs in Eduphoria. Focus, PLC notes, EOC and FSA results.
Rainge, Kemisha	Assistant Principal	Oversee Safety and Security of the school and monitor/implement strategic action steps pertaining to student, staff, and campus safety. Administer school wide FSSA and EOC testing throughout the school year. The testing administrator will communicate assessment protocols and schedules in order to generate effective responses to the school/students' needs and to ensure the best possible testing environment is utilized. 7th Grade Administrator over discipline, Assist in progress monitoring of school wide discipline data and EWS.
Arico Jones, Angela	Dean	Plan and direct activities related to discipline and coordinate/facilitate PL on Restorative Practices, while assisting with discipline across all three grade levels. Grow school business partnerships and SAC Co-Chair. sets up, administers and monitors students while taking standardized tests. Testing coordinator is will also ensure that students and staff are adhering to testing requirements while maintaining the integrity of all tests and secure all materials.
McTyer, Andrea	Instructional Coach	Help bring evidence-based best practices into classrooms by working with teachers, school/district leaders. Math Department Chair, monitor and help facilitate district assessments.

Name	Title	Job Duties and Responsibilities
Salisbury, Shannon	Teacher, ESE	Terriers Win SAC Co-Chair
Perrino, Nicole	Instructional Coach	Help bring evidence-based best practices into classrooms by working with teachers, and school/district leaders. Reading Department Chair, monitor and help facilitate district assessments.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	403	399	410	0	0	0	0	1212
Attendance below 90 percent	0	0	0	0	0	0	64	61	80	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	10	16	12	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	25	21	17	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	111	134	169	0	0	0	0	414

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	48	53	56	0	0	0	0	157

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	14	6	2	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
77

Date this data was collected or last updated
Wednesday 9/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	61	40	41	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	51	62	69	0	0	0	0	182
Course failure in ELA or Math	0	0	0	0	0	0	25	17	21	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	111	134	169	0	0	0	0	414

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	66	64	68	0	0	0	0	198

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	51%	54%	46%	51%	52%
ELA Learning Gains	48%	51%	54%	50%	53%	54%
ELA Lowest 25th Percentile	41%	42%	47%	42%	40%	44%
Math Achievement	48%	54%	58%	46%	53%	56%
Math Learning Gains	44%	51%	57%	52%	53%	57%
Math Lowest 25th Percentile	34%	42%	51%	41%	42%	50%
Science Achievement	52%	58%	51%	58%	59%	50%
Social Studies Achievement	56%	71%	72%	65%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	403 (0)	399 (0)	410 (0)	1212 (0)
Attendance below 90 percent	64 ()	61 ()	80 ()	205 (0)
One or more suspensions	10 ()	16 ()	12 ()	38 (0)
Course failure in ELA or Math	25 ()	21 ()	17 ()	63 (0)
Level 1 on statewide assessment	111 ()	134 ()	169 ()	414 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	50%	-4%	54%	-8%
	2018	41%	48%	-7%	52%	-11%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	39%	47%	-8%	52%	-13%
	2018	40%	47%	-7%	51%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2019	44%	50%	-6%	56%	-12%
	2018	46%	56%	-10%	58%	-12%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	48%	3%	55%	-4%
	2018	47%	49%	-2%	52%	-5%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	28%	47%	-19%	54%	-26%
	2018	42%	44%	-2%	54%	-12%
Same Grade Comparison		-14%				
Cohort Comparison		-19%				
08	2019	20%	29%	-9%	46%	-26%
	2018	25%	37%	-12%	45%	-20%
Same Grade Comparison		-5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-22%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	50%	57%	-7%	48%	2%
	2018	50%	60%	-10%	50%	0%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	55%	68%	-13%	71%	-16%
2018	65%	66%	-1%	71%	-6%
Compare		-10%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	68%	54%	14%	61%	7%
2018	86%	57%	29%	62%	24%
Compare		-18%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	94%	55%	39%	57%	37%
2018	95%	55%	40%	56%	39%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	36	34	20	30	27	19	23	53		
ELL	15	35	37	21	32	33	5	20			
ASN	63	50		79	78			67	100		
BLK	26	31	32	31	31	27	31	44	58		
HSP	31	43	39	34	37	28	32	42	64		
MUL	38	48		42	39		70	58			
WHT	57	55	46	60	50	43	63	68	71		
FRL	33	42	40	37	38	32	38	48	61		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	36	37	19	39	40	18	34			
ELL	5	41	49	18	54	53		28			
ASN	79	74		89	72				90		
BLK	28	45	41	31	42	46	30	49	62		
HSP	29	45	49	37	56	51	42	55	72		
MUL	35	42		42	54			75			
WHT	55	51	43	64	64	47	61	75	77		
FRL	36	48	46	42	54	49	47	57	82		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	26	26	14	34	31	20	36			
ELL	7	23	24	14	33	27	42	30			
ASN	82	71		76	71				67		
BLK	22	34	33	26	40	35	30	50	80		
HSP	33	43	36	33	46	39	41	55	71		
MUL	59	52		55	67		70				
WHT	54	55	49	54	55	43	69	70	74		
FRL	35	43	37	35	47	39	47	58	61		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	493

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math reflects the lowest overall performance, the lowest being the performance of the LQ math students. Several factors played a hand in this performance: several new/out of field teachers, school wide construction that caused students/teachers to frequently have no A/C and constant relocation throughout the school year, all new administrative team and 21 new teachers to campus.
Learning gains dropped from 58 to 44.
LQ dropped from 49 to 34.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math had the greatest declines from the previous year. Several factors played a hand in this performance: several new/out of field teachers, school wide construction that caused students/ teachers to frequently have no A/C and constant relocation throughout the school year, all new administrative team and 21 new teachers to campus. At the onset of the school year 44 students were targeted to enter into Algebra and were monitored throughout the first semester. Many of those students struggled to be successful in Algebra and were moved out at the end of the second semester, however those students still under performed on the FSSA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Lowest Quartile fell short of the state average by a difference of 17 points.
The same factors contributed to this gap as described in section (a) and (b).

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement reflects the strongest performance for the school year. The predominant contributing factors were a standards aligned approach and close data progress monitoring. As data was available it was analyzed in PLC's and student remediation/enrichment regularly took place,

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Students earning Level 1 on state assessments
2. Students with 2 or more indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Learning Gains
2. Math Lowest Quartile
3. Social Studies Achievement
4. ELA Learning Gains
5. SWD school wide below 40%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains with special attention on LQ.
Rationale	As a result of our Needs Assessment and Analysis it revealed that our Math proficiency was 48%, Math Learning Gains were 44% and the Lowest Quartile performed at 34% which was significantly below the district/state averages. Our SLT decided to put an emphasis on Math Learning Gains in order to improve students falling in the Lowest Quartile and overall proficiency for all students. Most of the students in our 3 targeted ESSA Subgroups, SWD, Black, ELL fall into this category.
State the measurable outcome the school plans to achieve	Increase Math Learning Gains from 44% to 57%
Person responsible for monitoring outcome	John DeVito (jrdevito@volusia.k12.fl.us)
Evidence-based Strategy	Teacher-led Small Group Instruction and Station Rotation.
Rationale for Evidence-based Strategy	Small group instruction has a .49 effect size according to J. Hattie. According to CORE (Consortium on Reaching Excellence) suggest that benefits of small group are: Personalize Instruction, Provide Feedback, Reteach or Preteach, and Build Confidence Through Collaboration.
Action Step	
Description	1. Review LQ and general performance level of students to finalize master schedule to ensure proper placement of students for interventions, ESE and ELL support. Facilitate PL on learning strategies for SWD. 2. Monitor small group instruction and station rotation through on going Administrative Walkthroughs and Feedback. 3. Collaborate with district curriculum specialist and have them attend PLC's and perform classroom observations and proved feedback every 2-3 weeks and review planning, interventions, remediation plans, and focused data chats. 4. Facilitate PL on learning strategies for SWD/ELL. 5. Facilitate PL on accessing and monitoring student data. 6. Administer SMT to establish baseline data.
Person Responsible	Ryan Mahaney (rmahaney@volusia.k12.fl.us)

#2	
Title	ELA Lowest Quartile
Rationale	As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 45%, ELA Learning Gains was 48% and the Lowest Quartile performed at 41% which was far below the district and state average. Our SLT has decided to focus on ELA Lowest Quartile in order to improve ELA Learning Gains and overall proficiency for all studnets. Further analysis revealed that most of the stud estudents in our LQ wree also in our three targeted ESSA Subgroups EE, ELL, and Black, that performed well below 41%.
State the measurable outcome the school plans to achieve	Increase ELA Lowest Quartile from 41% to 50%.
Person responsible for monitoring outcome	John DeVito (jrdevito@volusia.k12.fl.us)
Evidence-based Strategy	Teacher-led Small Group Instruction
Rationale for Evidence-based Strategy	Small Group Instruction has a .49 effect size according to John Hattie. Fl Center for Reading Research and Just Read Florida recommends small group instruction to help differentiate core instruction and provide intervention for struggling students in a timely manner.

Action Step	
Description	1. Review student data to finalize master schedule focused on proper placement of students for interventions, ESE and ELL support. 2. Facilitate PL on learning strategies for SWD/ELL. 3. Facilitate PL on accessing and monitoring student data. (Terriers Win) 4. Monitor Small group instruction through ongoing Administrative Walkthroughs and Feedback. 5. Conduct PLC's monthly for data chats focused on reviewing student groupings and planning for interventions. 6. District Curriculum Specialist will visit every 2-3 weeks to help facilitate and ensure the rigor of the standards are being taught.
Person Responsible	Ryan Mahaney (rmahaney@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We communicate with parents using Connect Ed, our school website, the marquee and the Terrier Tattler. We have SAC meetings on a monthly basis. We also have an active PTA. Our Media Specialist maintains our school website. The school's mission statement is on any communication that is provided by the school (SAC agendas, etc.) We don't receive any Title One funds. We have a new band teacher and in order to build our program we have met with parents and families, many parents have pledged their support.The ESE administrator has created positive referrals this year for our ESE students and he makes weekly phone calls home congratulating parents on their students' succsesses.

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

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

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

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

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

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

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

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

Our school works with feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with their new campus.

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

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

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

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

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

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

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

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Learning Gains with special attention on LQ.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	140-Substitute Teachers	1531 - Deland Middle School	Other		$0.00
			Notes: Cover substitute for best practice days.			
2	III.A.	Areas of Focus: ELA Lowest Quartile				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	140-Substitute Teachers	1531 - Deland Middle School	Other		$0.00
			Notes: Provide subs for best practice days.			
					Total:	$0.00