2013-2014 SCHOOL IMPROVEMENT PLAN

Deltona Middle School

250 ENTERPRISE RD

Deltona, FL 32725

386-860-3350

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

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	79%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	59%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
C	D	C	B	B

SIP Authority and Template

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.

Table of Contents

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 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

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

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

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

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
Deltona Middle School

Principal
Dr. Lesley Sileo-Robinson

School Advisory Council chair
Brenda Barkley

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

Name	Title
Barkley, Brenda	Math Coach
Breslin, Nancy	Reading Intervention Teacher
Douglas, Alicia	Assistant Principal
Folsom, Teresa	Science Chair
McLane, Nancy	Reading Coach
Pearce, Jonathon	Assistant Principal
Rheinheimer, Julie	Writing Coach
Rosenke, Tyler	Assistant Principal
Rottenberger, Sherry	Elective Chair
Sileo-Robinson, Lesley	Principal
Travis, Derek	Social Studies Chair

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

The 2013-2014 Deltona Middle School SAC Chairman is Brenda Barkley who also serves as the schools Math Coach. Dr. Sileo Robinson, Principal, and Ms. Douglas, Assistant Principal, serve as administrative support. There are three classroom teachers that represent various subject areas and our ESE population. In addition our support staff representative, Sanya Peterson, is also a member. Four of our

parents were previously a part of our SAC team last year and three were newly appointed. Our community member, Jerald Mayes, also has previously served in this capacity..

Involvement of the SAC in the development of the SIP

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 is devoted to a discussion of the data which was generated by the Florida Department of Education. An analysis of District, State,and School FCAT performance levels are identified and compared to per-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. Our Mid-September meeting consists of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings during year will include departmental and school-wide requests for School Improvement funding which directly support the school improvement plan. On September 23, 2013, a presentation was presented to the faculty regarding the premise of the school improvement and feedback was received then, as well. 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.

Activities of the SAC for the upcoming school year

The School Advisory Council approves and recommends various funding opportunities for teachers and departments. Requested funding must support programs and/or school wide initiatives that reinforce the school improvement plan and progression. SAC reviews school wide concerns from climate survey responses as well as district initiatives such as dress code and the code of conduct. It is our hope that our SAC members will advocate and help recruit and educate community members regarding ways in which they can help support school initiatives. Our school provides the opportunity for professional development among the SAC team through department chair presentations detailing upcoming events, programs, and initiatives. The SAC team provides suggestions and helps to support the departmental needs.

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

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.

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

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:

Dr. Lesley Sileo-Robinson

Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	BA: Religion MS: Public Administration MS: Educational Leadership Ed. D. Certification: Elementary. Ed. Educational Leadership
Performance Record	2013-A School, (65%R 66%M 72%W 72% 70%S: 69%R 69% M:)* 2012 A School,(79%R 77%M: 68%R 75% M: 63%R 72%M)* 2011 A School, AYP 77% (75%R 78%M: 57% R 74% M, 63% R, 69%M) 2010-A School, AYP 87% (79%R 77%M: 68%R 75%M: 63%R 72%M) 2009- A School, AYP 85% (81%R 80%M: 67%R 77%M: 67%R 65%M) 2008 – A School, AYP 92% (80%R 80%M: 70R 78%M 69%R 72%M) 2007 – A School, AYP 92% (77%R 75%M: 60%R 72%M: 56%R 68% M) 2006 A School, AYP 92% (77%R 74%M, 68%R 70% M, 72%R) Ormond Beach Middle School 2005 A School, AYP 97% (76% R 73%M: 67%R 73%M, 67%R) Deltona Middle School 2004 A School, AYP 97% (67%R 64% M,:67%R67%M: 67%R 69%M

Jonathan Pearce

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

Credentials

Performance Record

Tyler Rosenke		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	BA: Business Administration MS: Educational Leadership Certification: ESE K-12 Business Education 6-12 ESOL Educational Leadership
Performance Record	2013 ? 2012 ? 2011-B school 72%AYP (50%R/79%M; 55%R/ 79%M;49%R/ 65%M)* 2010-B School(Spruce Creek) AYP 85% (65%R/87%M; 59%/ 80%M; 40%R/71%M)* 2009- A School (Hinson Middle) 87% AYP (79%R/77%M;68%R/ 75%M; 63%R/72%M)* 2008- A School (Hinson Middle) 85%AYP (81%R;80%M; 67%R/ 77%M; 67%R/65%M)* 2007- A School (Hinson Middle) 92% AYP (80%R?80%M; 70%R/ 78%M; 69%R/72% M)*

Alicia Douglas		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	BA: Organizational Communication MS: Educational Leadership Certification: Elementary Ed Educational Leadership
Performance Record	2013: 53% R/42% M; 44% R/45% M; 59% R/56% M 2012: 53% R/42% M; 44% R/45% M; 59% R/56% M 2011: 57, 81, 76, 60, 58, 75, 47, 61, 82%AYP *

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Nancy McLane		
Full-time / School-based	Years as Coach: 4	Years at Current School: 9

Areas	Reading/Literacy
Credentials	BS Psychology MS Student Personnel Services Certifications: Reading ESE ESOL
Performance Record	2013 - D School 53% R/ 44%M; 36%W 47%S 60%R 55%M 2012 - C School, 52% R/45% M; 65% R/57% M; 57% R/54% M)* 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M)

Julie Rheinheimer		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BS English Certification: English
Performance Record	2013: (65%R 66%M 72%W 72% 70%S: 69%R 69% M:)*

Brenda Barkley		
Full-time / District-based	Years as Coach: 1	Years at Current School: 5

Areas	Mathematics
Credentials	BS: Elem Ed MS: Ed Leadership Certification: Elementary Ed Mathematics 5-9 Ed Leadership
Performance Record	2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M)

Classroom Teachers

# of classroom teachers

73

 # receiving effective rating or higher

72, 99%

 # Highly Qualified Teachers
100%

 # certified in-field
0, 0%

 # ESOL endorsed
16, 22%

 # reading endorsed
13, 18%

 # with advanced degrees
30, 41%

 # National Board Certified
2, 3%

 # first-year teachers
11, 15%

 # with 1-5 years of experience
11, 15%

 # with 6-14 years of experience
26, 36%

 # with 15 or more years of experience
25, 34%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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 Common Core State 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 AVID training, VSET training, Common Core Implementation Trainings, and more. 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. Our new teachers are also serviced by a teacher on assignment, Jackie Bynum. Ms. Bynum provides one on one mentoring and evaluations to help guide new teacher development. Ms. Bynum colloborates with both the new teachers and administration to help implement best instructional practices as well as classroom mangement skills.

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

Our new teachers have been a great addition to our faculty. It is our hope, that our first year teachers have easy access to address all of their concerns and instructional needs. The district has assigned Jacquelyn Bynum as our Peer Assistance and Review (PAR) teacher. Through the Empowering Educator Excellence Program (E3), Ms. Bynum is responsible for Coaching, observations, collaborative lesson planning.
Our first year teachers include:
Anna DeSimone
Elizabeth Diamond
Lauren Futral
Leontyne Mason
Kyle McDonald
Antwanette Neal
Tanner Norvell
Lindsey Peterson
Daniel Taylor
Davina Underwood
Nicole Upson
Kimberly Vicars
The Writing, Reading, and Math Coaches hold new teacher meetings before school to train teachers on school specifics 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 specialist who pull 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.

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 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, guidance counselors, academic coaches, intervention teachers, and administration review each students individual progress by grade level. Guidance 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 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/RtI implementation, parent input will be actively sought to enhance student outcomes.

The school's leadership team will focus PS/RtI 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 student 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.

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

Administration will:
1. Provides a common vision for the use of data-based decision-making by promoting individual analysis of student progression. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) 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/RtI. District Specialist 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/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

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

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI. Select

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions and integrates Tier I materials/instruction with Tier II/III activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches (math, reading, writing): Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and

delivery of professional development; and provides support for assessment and implementation monitoring.

School Social Worker: Assists in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

Reading Instructional Specialist: Provides guidance on K-12 reading plan: facilitates and supports data collection activities: assists in data analysis: provides professional development and technical assistance to teachers regarding data-based instructional planning: supports the implementation of Tier I, Tier II, and Tier III intervention plans.Data chats between district and school administration, Data chats between guidance counselors, coaches, teachers, and administration. Assistant Principals review of PST progression with teachers, PST chair, and guidance counselors twice a quarter.

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

Diagnostic Assessments: Teachers analyze District Interim Assessments in Science and Math.

Formative Assessments: Teachers, Parents, and students are responsible for identifying progress through frequent formative assessments that lead up to the final summative evaluation. Formative and Summative Assessment scores are updated weekly through Pinnacle.

Summative Assessments: Students who fail a summative assessment recieve an automated phone call home. Parents are then encouraged to discuss the summative with their child as specified in our Parent-Teacher Compact. The teacher and student create an academic contract for remediation and re-assessment. A copy of students failing summatives is given to the school counselors.

Classroom Interventions are not the sole responsibility of the teacher. We are establishing a collaborative environment in which all stakeholders are responsible. Our guidance counselors are charged with analyzing students who with multiple Early Warning Systems who would benefit from a PST meeting.

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

Teachers will be trained and exposed to a variety of instructional best practices. However, teachers are supported by academic coaches and administration to deplete all interventions applicable to specific

deficits. Parents will be provided with additional information that further supports students while they are at home.

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: 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. 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.

We also have integrated the TRIO program in conjunction to AVID. TRIO is a program offered by Daytona State College that provides speakers to average learners while exposing the students to colleges and career choices. The TRIO program provides free one on one tutoring at the Daytona State College for all students who are apart of the program. Our current AVID program has 110 students enrolled which is approximately 10% of our students. The students in the AVID program are typically minority students with an average GPA who have the potential to excel with additional resources and exposure.

Our school offers STAR state-funded tutoring for up to 200 students with a level 1 in reading and/or math.

In addition to excel our high achievers, an enrichment program is offered after school that reviews for high stakes assessments. These students are afforded the opportunity to further develop and polish skills learned by participating in an Algebra 1 camp.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Brenda Barkley, STAR Tutoring Facilitator, is responsible for monitoring this program for level 1 students.

Literacy Leadership Team (LLT)

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

Name	Title
Barkley, Brenda	School Advisory Council Chair
Breslin, Nancy	Reading Intervention Teacher
Douglas, Alicia	Assistant Principal
Folsom, Terry	Science Department Chair
Griffin, Tonya	Media Specialist
Pearce, Jonathan	Assistant Principal
Rheinheimer, Julie	Writing Coach
Roesnke, Tyler	Assistant Principal
Rottenberger, Sherry	IEP Facilitator
Sileo, Lesley	Principal
Travis, Derek	Social Studies Chairman

How the school-based LLT functions

The Literacy Leadership Team's main function is to infuse reading and writing strategies throughout every department. The Leadership team brainstorms professional development activities that directly effect classroom instruction while promoting school-wide consistency. The leaders meet to create a systematic approach to school improvement. The Literacy Leadership Team meets monthly. Each member will then report to his or her department.
Principal: steers decision making and ensures all teachers are implementing planned initiatives.
Assistant-principal: aids the principal and helps guide discussions
Reading coach and writing coach: will research and generate ideas to support the initiatives.
Math coach, electives chairperson, science chairperson, and social studies chairperson: support the above roles, discuss ideas, and report back to each department.
SAC chairperson: maintains direction of initiatives to keep them aligned with the School Improvement Plan.

Major initiatives of the LLT

Vocabulary Protocol will be implemented in every content area throughout the school year. Vocabulary words are tiered based on frequency of use. Words that are utilized throughout the year and taught with the Vocabulary Protocol which emphasizes real world connections and helps students understand and retain the word meanings longer.

Teachers lesson should be focused and have a clear objective of what students will learn. Focus Lessons are developed to ensure students have learned the objective of the day. Through Think Alouds students will begin to develop ways to think and question what they are learning, while learning.

Three Writing Prompts will be given in every content area throughout the school year. The writing prompts will be different depending on the content area. For example, Social Studies will utilize the Argumentative Rubric and align DBQ's accordingly. Students learning will be scaffold to include Think Alouds regarding writing rubrics and examples of student writings.

Forum to discuss best intervention practices (including implementation of PLUS class) that lend data for students who qualify for the PST process.

Every Teacher Contributes to Reading Instruction

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

Our school has a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills. Our vocabulary protocol training for every teacher helps with this, along with the introduction of the standards for literacy in history/social studies, science, and technical subjects. We have provided training on this and will continue to throughout the year. The techniques will be modeled and coached in each content area. Follow-up coaching by the three academic coaches.

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

Students have the option of selecting elective courses in agriculture, art, AVID, business, and technology. Real-life experiences transpire while still studying the academic side of each area. Florida Future Educators of America and Florida Future Farmers of America are offered to all students on campus as extracurricular clubs. The AVID (Advancement Via Individual Determination) program is offered to average achievers who are placed in one advanced course and provided with organizational skills, college exposure, and college readiness programs. Our Buisness class allows students the opportunity to familiarize themselves with keyboard and software applications that are utilized in a professional environment. Our art class participates in community and schoolwide art competitions that promote citizenship and school pride.

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

Throughout the year, student schedules are monitored and adjusted to find the proper zone of proximal development for individual learners. FCAT, FAIR Testing, teacher recommendation, parental input, and grades are all relevant factors in determining student placement. Students are supported and encouraged to participate in our fine arts programs of their choice. We hope to provide a well rounded and balanced curriculum that supports student learning in all avenues, students are being prepared academically and behaviorally for the challenges and experiences of the real world.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	59%	0%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	48%	32%	No	54%
Hispanic	54%	51%	No	59%
White	64%	62%	No	68%
English language learners	32%	26%	No	39%
Students with disabilities	33%	23%	No	40%
Economically disadvantaged	54%	49%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	554	52%	63%
Students scoring at or above Achievement Level 4	232	22%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		29%
Students scoring at or above Level 7	17	50%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	543	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	137	51%	60%

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)	66	66%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	23%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	26%	40%

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	121	34%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	91%	95%

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	56%	44%	No	60%
American Indian		0%		
Asian		0%		
Black/African American	41%	30%	No	47%
Hispanic	53%	37%	No	57%
White	60%	52%	No	64%
English language learners	36%	16%	No	42%
Students with disabilities	36%	25%	No	42%
Economically disadvantaged	53%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	444	42%	40%
Students scoring at or above Achievement Level 4	158	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	41%	50%
Students scoring at or above Level 7	11	32%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	526	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	133	50%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	103	74%	90%
Middle school performance on high school EOC and industry certifications	91	88%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	88%	90%
Students scoring at or above Achievement Level 4	28	27%	30%

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	162	46%	53%
Students scoring at or above Achievement Level 4	82	23%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

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)	2		3
Participation in STEM-related experiences provided for students	250	20%	90%

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	0	0%	0%
Students who fail a mathematics course	104	9%	5%
Students who fail an English Language Arts course	135	11%	5%
Students who fail two or more courses in any subject	138	12%	8%
Students who receive two or more behavior referrals	416	29%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	404	28%	15%

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

Parents are encouraged to participate in a variety of school wide initiatives. Weekly connect ed messages are sent as reminders of different events and opportunities to expand students learning and connections with the school. The Connect Ed messages are automated to account for student absences and when a student fails a summative exam. During our Open House on Sept 16 and Sept 17, parents reviewed students class schedules, listened to teacher expectations, learned how to access Pinnacle and have to intervene/what to expect if their child is struggling. Our school website is updated monthly to highlight student achievements and to reward citizenship. Our School Advisory Committee includes a majority of school parents and students who help align our school improvement process.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Family Evening Events	3	2%	5%
Increase Connect Ed Messages to Families	15	8%	22%
Increase Communication Venues	NA	NA%	90%
Provide Parent Conferences in a timely manner	NA	NA%	90%

Goals Summary

G1. Students achieving proficiency (FCAT level 3 or higher) will increase to 63% in reading, 60% in math, 50% in writing, and 53% in science by incorporating Common Core reading and writing strategies throughout the content areas.

G2. Through enrichment, intervention, and continuous analysis of individual student progression, the lowest 25% of students in reading and math will increase to 60% in reading, 60% in math. Students enrolled in accelerated courses will increase to 90%.

G3. Parents will become more aware and involved in school-wide academic initiatives through increased communication.

Goals Detail

G1. Students achieving proficiency (FCAT level 3 or higher) will increase to 63% in reading, 60% in math, 50% in writing, and 53% in science by incorporating Common Core reading and writing strategies throughout the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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

Resources Available to Support the Goal

- Academic Coaches
- Professional Development
- Positive Rewards/Recognitions
- Common Core Trainings and Online Access
- PAR Teacher
- Curriculum Maps
- Professional Learning Communities/Collaboration Days
- Teacher Shadowing
- Safari Montage
- PD360

Targeted Barriers to Achieving the Goal

- Consistent Common Core implementation with fidelity

Plan to Monitor Progress Toward the Goal

Assessments

Person or Persons Responsible
Administrators, Teachers, Academic Coaches.

Target Dates or Schedule:
As designated by district assessments.

Evidence of Completion:
Analysis of student scores using Data Warehouse for 6th and 7th grade Writing Scores and FCAT Writes for 8th graders, FCAT Reading and Writing Scores, Science District Assessment Scores, FAIR assessments

G2. Through enrichment, intervention, and continuous analysis of individual student progression, the lowest 25% of students in reading and math will increase to 60% in reading, 60% in math. Students enrolled in accelerated courses will increase to 90%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Social Studies

- Science

- Science - Middle School

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- STAR Tutoring state-funded program

- Co-Teach model

- PLC meetings and Collaboration Days

- Intervention Teachers

- FCAT Student Score Sheets review with students

- ESOL teachers and paraprofessional

- AVID Model

- Problem Solving Team

- Literacy Leadership Team

- Odyssey Lab

- Academic Coaches and PAR Mentor

Targeted Barriers to Achieving the Goal

- Limited Schoolwide infrastructure promoting a systematic Multi -Tiered System of Support

Plan to Monitor Progress Toward the Goal

Assessments of students

Person or Persons Responsible
Administration, Academic Coaches, Teachers

Target Dates or Schedule:
DIA's-After each unit, FAIR-quarterly, FCAT-April, EOC-May

Evidence of Completion:
District Interim Assessments in math, reading, and science, FAIR testing in reading, FCAT, Algebra I EOC

G3. Parents will become more aware and involved in school-wide academic initiatives through increased communication.

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 - Elementary School

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- .Connect-Ed

- Academic Coaches

- All Teachers

- School Website

- Newsletters

Targeted Barriers to Achieving the Goal

- Unaware

Plan to Monitor Progress Toward the Goal

Master Calendar Review

Person or Persons Responsible
Administration

Target Dates or Schedule:
Mid-year, end of year

Evidence of Completion:
Evaluate scheduled event attendance by department and interest. Compare to student achievement data to determine school needs.

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

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

G1. Students achieving proficiency (FCAT level 3 or higher) will increase to 63% in reading, 60% in math, 50% in writing, and 53% in science by incorporating Common Core reading and writing strategies throughout the content areas.

G1.B1 Consistent Common Core implementation with fidelity

G1.B1.S1 Infusing Common Core reading and writing strategies with consistency and fidelity within each content area.

Action Step 1

Close Reading and Think Alouds

Person or Persons Responsible

All teachers, administrators, academic coaches, PAR teacher, Literacy Leadership Team

Target Dates or Schedule

Dependent upon readings within curriculum maps. Each quarter should incorporate a minimum of three think alouds.

Evidence of Completion

Lesson plans, walkthrough and observations, reading assessments

Facilitator:

Nancy McLane

Participants:

All Teachers

Action Step 2

Vocabulary Protocol

Person or Persons Responsible

All teachers, administrators, academic coaches, PAR teacher, Literacy Leadership Team

Target Dates or Schedule

For each unit, vocabulary will be tiered into three levels and implementation will be specified by level. For tier 1 words.

Evidence of Completion

Interactive Notebooks, Word Walls, Rubric scored writings, evaluation meetings, postings in classrooms documenting progression, lesson plans, gradual release, walk through and observations

Facilitator:

Nancy Breslin

Participants:

All teachers

Action Step 3

Writing prompts -content specific based on common core

Person or Persons Responsible

All teachers, administrators, academic coaches, PAR teacher, Literacy Leadership Team

Target Dates or Schedule

Three school wide writing prompts by department given October 2013, January 2014, and April 2014. In addition, for math, three MARS tasks Nov., March, and May. For Science, inquiry labs twice per quarter. In Social Studies, DBQ's quarterly.

Evidence of Completion

Rubric scored writings, evaluation meetings, postings in classrooms documenting progression, lesson plans, gradual release, walk through and observations, Math-MARS tasks, Science-Inquiry Labs, Social Studies- DBQ's, Reading- ELA Close reading Model, documentation of PD360 trainings

Facilitator:

Julie Rheinheimer and Grade level Chair

Participants:

All teachers

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

Collaboration days to specify dates and implementation methods by content area.

Person or Persons Responsible

Administration, Grade level Chairperson, Academic Coaches, Teachers

Target Dates or Schedule

Quarterly for teachers, twice a quarter for leadership teams, weekly for administration

Evidence of Completion

Evaluators and Academic Coaches will hold teachers accountable for by monitoring summatives, formatives, and implementation timelines established per department by monitoring lesson plans and instruction.

Plan to Monitor Effectiveness of G1.B1.S1

Assessments

Person or Persons Responsible

Administration, Academic Coaches, Classroom teachers

Target Dates or Schedule

As designated by district assessment dates

Evidence of Completion

Analysis of student scores using Data Warehouse for 6th and 7th grade Writing Scores and FCAT Writes for 8th graders, FCAT Reading and Writing Scores, Science District Assessment Scores, reading interim assessments, review FAIR assessments.

G2. Through enrichment, intervention, and continuous analysis of individual student progression, the lowest 25% of students in reading and math will increase to 60% in reading, 60% in math. Students enrolled in accelerated courses will increase to 90%.

G2.B8 Limited Schoolwide infrastructure promoting a systematic Multi -Tiered System of Support

G2.B8.S1 Creating a multi-tiered system of support to address the needs of all students.

Action Step 1

Analysis of Data

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013, ongoing

Evidence of Completion

Changes in student placements, change in instructional delivery or setting, incorporating interventions such as remediation and tutoring. Monitoring that leads to possible PST or IEP evaluations.

Action Step 2

Creation of systematic approach to tier students through collaboration.

Person or Persons Responsible

Academic Coaches, Guidance, PST, School Psychologist, ESE Administrator, Administration, District Personnel, Social Worker, PAR Teacher

Target Dates or Schedule

September 2013, ongoing

Evidence of Completion

Development of multi tiered support system, flexible scheduling to address student needs, ESOL student schedules, ESE student schedules. For each student need and available resources will be specified by developing a flow chart style procedure. These flow charts will help teachers determine the appropriate resource or intervention that addresses each individual student needs.

Facilitator:

School Psychologist (PST), Social Worker (Attendance), Amy Hall (Guidance)

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Maintain accurate records

Person or Persons Responsible

department chair, administration, guidance, academic coaches, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation review: PST forms, lesson plans, parent conferences, guidance intervention, Remediation-Record of Notices sent home to all students receiving an "F" on a summative.

Plan to Monitor Effectiveness of G2.B8.S1

Data Chats

Person or Persons Responsible

Administration, Academic Coaches, Teachers, Guidance, Department Chairs, IEP Facilitator

Target Dates or Schedule

Guidance, Administration and Academic Coaches meet twice a quarter to review mid term and report card grades and interventions. Teachers and department chairs will meet monthly to review and implement appropriate procedures students who fall within a certain tier. PST, ESOL, and ESE Students will receive a more structured and deliberate amount of interventions in order to be successful. Students who have a high attendance issue will be monitored by teachers and guidance counselors weekly.

Evidence of Completion

Each grade level guidance counselor will meet with administration twice a quarter to discuss all student progression. This analysis will identify early warning indicators and review the status of available/utilized interventions that have been discussed and implemented. Evidence that interventions are working will be proven through PST outcomes. For students who need further assistance placement and/or scheduling changes can occur.

G3. Parents will become more aware and involved in school-wide academic initiatives through increased communication.

G3.B4 Unaware

G3.B4.S1 Family outreach activities offered through collaborative meetings and structured events.

Action Step 1

Variety of school events and at different times

Person or Persons Responsible

Administration, Academic Coaches, Teachers, Support Staff, Community Members

Target Dates or Schedule

ongoing

Evidence of Completion

Open House-Sept 16th&17th, LA Dead Word Week-Oct 15th, Idiom Day-Nov 13th, STEM Day-Nov 14th, Dec-Greeting Card Community Service, Literacy Week-Jan, Math Counts-Feb 20 Dictionary Day-Feb 19th, monthly SAC meetings

Action Step 2

Parent Communication

Person or Persons Responsible

Principal

Target Dates or Schedule

Connect Ed: every Sunday evening, online newsletter: monthly, positive referrals: weekly, SAC: monthly. Other as needed

Evidence of Completion

Connect-Ed messages, online newsletter, positive referrals, Pinnacle training, Remediation-Record of Notices sent home to all students receiving an "F" on a summative, SAC

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Planned, structured activities and a variety of communication techniques.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Monitor master calender, parent conference forms, Connect-Ed message receipt with number of receiving parents, website visit counter

Plan to Monitor Effectiveness of G3.B4.S1

Parent participation

Person or Persons Responsible

Administration, SAC Chair, Webmaster

Target Dates or Schedule

ongoing

Evidence of Completion

Signature logs at school events and survey results will be compared to last year, 2012-2013. Climate surveys. Web visit counter, parent conference forms

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 math to all students.
• Reading Intervention Tutor to provide interventions for students in need via a push-in/pull-out model
• Math Intervention Teacher to provide interventions for students in need via a push-in/pull-out model
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Collaboration Days for PLC groups.
Title I, Part C- Migrant:
The District Migrant Education Program 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 Migrant Education Program 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 target 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
• 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 agriculture, art, AVID, 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 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.

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. Students achieving proficiency (FCAT level 3 or higher) will increase to 63% in reading, 60% in math, 50% in writing, and 53% in science by incorporating Common Core reading and writing strategies throughout the content areas.

G1.B1 Consistent Common Core implementation with fidelity

G1.B1.S1 Infusing Common Core reading and writing strategies with consistency and fidelity within each content area.

PD Opportunity 1

Close Reading and Think Alouds

Facilitator

Nancy McLane

Participants

All Teachers

Target Dates or Schedule

Dependent upon readings within curriculum maps. Each quarter should incorporate a minimum of three think alouds.

Evidence of Completion

Lesson plans, walkthrough and observations, reading assessments

PD Opportunity 2

Vocabulary Protocol

Facilitator

Nancy Breslin

Participants

All teachers

Target Dates or Schedule

For each unit, vocabulary will be tiered into three levels and implementation will be specified by level. For tier 1 words.

Evidence of Completion

Interactive Notebooks, Word Walls, Rubric scored writings, evaluation meetings, postings in classrooms documenting progression, lesson plans, gradual release, walk through and observations

PD Opportunity 3

Writing prompts -content specific based on common core

Facilitator

Julie Rheinheimer and Grade level Chair

Participants

All teachers

Target Dates or Schedule

Three school wide writing prompts by department given October 2013, January 2014, and April 2014. In addition, for math, three MARS tasks Nov., March, and May. For Science, inquiry labs twice per quarter. In Social Studies, DBQ's quarterly.

Evidence of Completion

Rubric scored writings, evaluation meetings, postings in classrooms documenting progression, lesson plans, gradual release, walk through and observations, Math-MARS tasks, Science-Inquiry Labs, Social Studies- DBQ's, Reading- ELA Close reading Model, documentation of PD360 trainings

G2. Through enrichment, intervention, and continuous analysis of individual student progression, the lowest 25% of students in reading and math will increase to 60% in reading, 60% in math. Students enrolled in accelerated courses will increase to 90%.

G2.B8 Limited Schoolwide infrastructure promoting a systematic Multi -Tiered System of Support

G2.B8.S1 Creating a multi-tiered system of support to address the needs of all students.

PD Opportunity 1

Creation of systematic approach to tier students through collaboration.

Facilitator

School Psychologist (PST), Social Worker (Attendance), Amy Hall (Guidance)

Participants

All Teachers

Target Dates or Schedule

September 2013, ongoing

Evidence of Completion

Development of multi tiered support system, flexible scheduling to address student needs, ESOL student schedules, ESE student schedules. For each student need and available resources will be specified by developing a flow chart style procedure. These flow charts will help teachers determine the appropriate resource or intervention that addresses each individual student needs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
	$0	$0	$0
Title I funds	$0	$0	$0
Total	$0	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students achieving proficiency (FCAT level 3 or higher) will increase to 63% in reading, 60% in math, 50% in writing, and 53% in science by incorporating Common Core reading and writing strategies throughout the content areas.

G1.B1 Consistent Common Core implementation with fidelity

G1.B1.S1 Infusing Common Core reading and writing strategies with consistency and fidelity within each content area.

Action Step 1

Close Reading and Think Alouds

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Vocabulary Protocol

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Writing prompts -content specific based on common core

Resource Type

Professional Development

Resource

Funding Source

Title I funds

Amount Needed

G2. Through enrichment, intervention, and continuous analysis of individual student progression, the lowest 25% of students in reading and math will increase to 60% in reading, 60% in math. Students enrolled in accelerated courses will increase to 90%.

G2.B8 Limited Schoolwide infrastructure promoting a systematic Multi -Tiered System of Support

G2.B8.S1 Creating a multi-tiered system of support to address the needs of all students.

Action Step 2

Creation of systematic approach to tier students through collaboration.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Parents will become more aware and involved in school-wide academic initiatives through increased communication.

G3.B4 Unaware

G3.B4.S1 Family outreach activities offered through collaborative meetings and structured events.

Action Step 1

Variety of school events and at different times

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Parent Communication

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed