

New Smyrna Beach Middle School



2014-15 School Improvement Plan

New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	44
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	49

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

New Smyrna Beach Middle School Faculty and Staff, working in partnership with home and community, enable students to learn, achieve and reach their potential.

Provide the school's vision statement

New Smyrna Beach Middle School Faculty and Staff, working in partnership with home and community, enable students to learn, achieve and reach their potential.

School Environment

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

Our school offers a yearly orientation where students can learn their schedules and the 6th grade students can meet their teachers that are on campus for their WEB program. Using our Stingray School of R.O.C.K. theme students have had the opportunity to learn about respect, ownership, citizenship, and kindness and discuss with their classmates and teachers what each of these look like to them. This theme will be reinforced throughout the school year with multiple activities. Our mentoring program will also work with identified students to learn about their cultures and build objective adult relationships with them during the school day. Teachers also work with students to understand their cultures and how their cultural differences affect the day to day classroom routines.

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

Using the results of the climate survey from the 2013-2014, in which our students frequently mentioned respect for teachers and respect for students along with the discipline referral data, our school has created a theme of Stingrays School of R.O.C.K.. The ROCK acronym stands for Respect, Ownership, Citizenship, and Kindness. Students have been taught what each of these look like and have contributed their own visions of what they look like. Before school, students have designated areas to report to. 6th graders are segregated from the upper grade levels for their safety and comfort. Teacher and other school staff supervise these areas to assure student safety. After school, teachers, administration and other school staff members supervise the bus area, parent pick-up, and other areas of the school. Students from all grade levels met in student assemblies with their administrator and grade level school counselor along with campus advisors and teachers to learn about their responsibilities as students at our school and the below information. Students have access to bully slips where they can anonymously report incidences of bullying and place it in a bully box which is checked daily by our school counselors who address the issues reported. Anti-bullying programs are taught through PE and elective classes to all students. D.A.R.E. program, which is a 10 week class taught to 6th graders. Students also are instructed to report all conflicts or bullying directly to adults for mediation to resolve the issues.

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

1. Students are warned by the teacher.
2. Students are given a time out in another teacher's classroom.
3. Parents are contacted about the issues.
4. School counselor referrals may be generated.
5. Teacher/Parent/Student conferences may be scheduled.
6. Discipline referrals are written if issues continue.

Teachers were trained in this protocol for disciplinary incidents during pre-planning by administration. Teachers can make seating changes to isolate the students or just to move student away from students he/she may be in conflict with.

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

NSBMS follows Volusia County Schools Code of Conduct which includes established protocols for disciplinary incidents. Every student receives and signs for a copy of the VCS Code of Conduct. Parents and students sign that they have read and understand the VCS Code of Conduct. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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

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

1. Incoming 6th graders are invited to attend WEB, which is an orientation to our school and an opportunity to get their schedules and map out class locations
2. Students are able to initiate school counselor services by filling out a school counselor request.
3. NSBMS mentoring program allows students, parents, or teachers to request a mentor for the student. Mentoring sessions help to nurture and stimulate students on a weekly basis.
4. Crisis training program for faculty and staff.
5. Suicide prevention program for faculty and staff.
6. Identified students are trained and work with the Peer Mediation Program that works with minor conflicts between students.
7. Cyber-bullying prevention program is presented yearly to students and parents who attend the program. This program assists parents and students to understand the dangers of social networks and how to handle the problems that may arise between students on social networks.
8. Early warning system is reviewed quarterly to address continuing and new needs of our students and parent contact is made.
9. D.A.R.E. program, which is a 10 week class taught to 6th graders.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-

school suspension.

2. One or more suspensions, whether in or out of school.
3. Course failure in English Language Arts or mathematics.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	19	23	21	63
One or more suspensions	49	39	38	126
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	73	64	57	194
BL: Attendance below 90%	0	0	0	
Q1: Attendance below 90%	0	0	0	
Q 2: Attendance below 90%	0	0	0	
Q 3: Attendance below 90%	0	0	0	
Q 4: Attendance below 90%	0	0	0	
BL: One or more suspensions	0	0	0	
Q 1: One or more suspensions	0	0	0	
Q 2: One or more suspensions	0	0	0	
Q 3: One or more suspensions	0	0	0	
Q 4: One or more suspensions	0	0	0	
BL: Course failure in ELA or Math	0	0	0	
Q 1: Course failure in ELA or Math	0	0	0	
Q 2: Course failure in ELA or Math	0	0	0	
Q 3: Course failure in ELA or Math	0	0	0	
Q 4: Course failure in ELA or Math	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	13	17	43

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of Sept. 15, 2014 and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 3 or more indicators at the end of the

2013-2014 school year.

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

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

NSB Middle School involves parents at our school through beginning of the year orientation, ConnectEd messages, online grade program (Pinnacle), Open House, phone and email contact, quarterly newsletters, PTSA, and SAC. In addition, parents are invited to our school for academic awards, such as Straight A's, Science Fair, Social Studies Fair, and for dance and musical performances. AVID Parent Night, FSA Night, Cyber-bullying presentation, Pinnacle Night, weekly radio spots on WSBB (local radio station).

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

NSBMS builds and sustains partnerships with the local community by holding such events as Science Fair Public Viewing and Awards Night, Social Studies Fair Public viewing and Awards Night, Technology Night, Business Partners, Mentoring Celebrations, Good News Referrals, SAC, PTSA, Career Extravaganza, and Stingray 5K.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Rawlings, Joseph	Principal
Porter, Rebecca	Assistant Principal
Jones, Ann	Teacher, K-12
McLain, Amy	Instructional Coach
Tully, Timothy	Teacher, K-12
Earnest, Linda	Teacher, ESE
Adams, Elizabeth	Teacher, ESE
Alligood, Jodi	Teacher, K-12
Carey, Amy	Teacher, K-12
DeGross, David	Teacher, K-12
Doster, Julian	Teacher, K-12
Harvey, Timberlay	Teacher, K-12
Lengyel, John	Teacher, K-12
Milligan, Cathleen	Guidance Counselor
Peterson, Holly	Instructional Media
Peterson, Michael	Teacher, Career/Technical
Sorice, Rocco	Teacher, K-12
White, Erin	Teacher, K-12

Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT, SAC, Lead Teachers) and serves as a liaison between the SBLT and their respective team. For example the Instructional Coaches work through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

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: NSBMS has a leadership team consisting of principal, assistant principals, academic coaches, and department heads. The 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. Departments meet with teachers monthly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and NSBMS are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts/reading teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our coaches. All teachers have the support of our instructional leadership team.

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

School leadership meets weekly or as needed, and SAC meets monthly.

Problem Solving Activities:

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

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development activities; procuring technology for classroom use, and enabling teachers to procure needed instructional materials for student usage.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ann Jones	Teacher
Nichole McDonald-Arieti	Parent
Mary Ann Bunn	Parent
Amy Carey	Teacher
Stacy Ferner	Parent
Wendy Lane	Parent
Robin Marsh	Parent
Johna Norman	Parent
Joseph Rawlings	Principal
Judith Garofalo	Business/Community
Laura Haynes	Parent
Jacqueline Ortega	Parent
Jennifer Sheppard	Parent
Larry Buck	Education Support Employee
Angela Norris	Parent
James Lurkin	Parent

Duties

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

Evaluation of last year's school improvement plan

Throughout the school year our SAC monitored the progress we were making on the achievement of our goals by reviewing the mid-year reflection and learning about the different strategies that were implemented throughout the year by the principal.

In addition, our SAC was updated on the results of our FCAT testing scores and growth and how it reflected the implementation of the strategies on our SIP.

Development of this school improvement plan

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

Our SAC team has been updated on the school's progress on standardized tests in the 2013-2014 school year, the school's grade, and on the strategic goal for the SIP this year. We have asked for their help in developing community involvement goals and parent involvement goals in addition to any other goals/strategies they can help us to develop and implement at our school.

As our faculty works through the Problem Solving Process of the SIP, SAC members will be updated to their barriers and strategies.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending,, and progress indicators are shared at monthly SAC meetings.

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

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

Our granted requests for the 2013-2014 school year were:

Student Planners - \$3500.00

Color Printer for Computer Classroom - \$410.00

U.S. Historical Film Collection for Civics & American History Classrooms - \$550.00

FFA State Conference for Leadership Group - \$1218.50

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Adams, Elizabeth	Teacher, ESE
Alligood, Jodi	Teacher, K-12
Carey, Amy	Teacher, K-12
DeGross, David	Teacher, K-12
Doster, Julian	Teacher, K-12
Earnest, Linda	Teacher, ESE
Harvey, Timberlay	Teacher, K-12
Jones, Ann	Teacher, K-12
Lengyel, John	Teacher, K-12
McLain, Amy	Instructional Coach
Milligan, Cathleen	Guidance Counselor
Peterson, Holly	Instructional Media
Peterson, Michael	Teacher, Career/Technical
Porter, Rebecca	Assistant Principal
Rawlings, Joseph	Principal
Sorice, Rocco	Teacher, K-12
Tully, Timothy	Teacher, K-12
White, Erin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school has common planning times for each department which allows each PLC to be able to have collaborative planning leading to common instruction. This time is used to encourage teachers to review assessment data, plan for remediation as needed, work together on common goals, and to align resources by grade level.

The use of academic coaches in reading and math to assist with teacher collaboration, attainment of resources, and in professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process.

Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes

coaches) meet to talk about what trends are being seen in the classrooms. The coaches work side by side with teachers to enhance instruction.

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

1. New Teacher Programs: District E3, Individualized PD, mentors, peer classroom visits, (administration).
2. Leadership Opportunities (Administration)
3. Professional Development (School based Leadership Teams)
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs. (Administration)

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

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

Instructional Strategies

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

Data from State mandated assessments and classroom grade point averages are used in putting together the master schedule for our students. The same data is used to develop strategies that teachers use during our Stinger Time (Enhancement period that meets 3 x week.)

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

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

Several teachers at our school offer before or after school tutoring even though they don't get paid for their time.

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

Strategy: After School Program

Minutes added to school year: 240

Algebra Camp to prepare for Algebra EOC

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DeGroff, David, dbdegrof@volusia.k12.fl.us

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

EOC Scores

Strategy: Summer Program

Minutes added to school year: 3,600

Credit Retrieval for failing students as summer school.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Porter, Rebecca, rporter@volusia.k12.fl.us

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

Grades in classes being retrieved.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 through our annual WEB (Welcome Every Body) program.

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grader students

with their transition to high school. High school personnel visit our campus to provide information about student academics, academies, and activities, as well as to assist with high school registration. Our school also has a Career Extravaganza in January to introduce students to various careers using speakers from the community who work in those careers to assist them in choosing the academy in which they choose to enroll.

College and Career Readiness

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

NA

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

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

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

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

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies.

Strategic Goals Detail

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

G1. All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies. **1a**

G044459

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	30.0
FSA - English Language Arts - Proficiency Rate	53.0
FCAT 2.0 Science Proficiency	64.0
ELA/Reading Gains	31.0
ELA/Reading Lowest 25% Gains	12.0
Math Gains	11.0
Math Lowest 25% Gains	9.0

Resources Available to Support the Goal **2**

- Math Coach
- Reading Coach
- SIP Funds
- Stinger Time (an extra time period that occurs on Mondays, Tuesdays, and Thursdays.)

Targeted Barriers to Achieving the Goal **3**

- Students lack knowledge of basic math facts and prior math knowledge.
- Students struggle with interpreting data from charts, graphs, and maps.
- Parents are unsure of how to support their students in school.
- Students have an inability to cite text evidence as required by Volusia Literacy Test, Performance Task Assessments, and FSA
- Students fail to retain science content from year to year.

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

DIA Scores, SMT Scores, Volusia Literacy Test scores , Performance Tasks scores, EOC's, Science FCAT percentiles, FSA percentiles

Person Responsible

Joseph Rawlings

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

DIA Scores, SMT Scores, Volusia Literacy Test scores , Performance Tasks scores, EOC's, Science FCAT percentiles, FSA percentiles

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies. **1**

 G044459

G1.B1 Students lack knowledge of basic math facts and prior math knowledge. **2**

 B109242

G1.B1.S1 Utilize Stinger time for basic skills remediation using remediation materials. **4**

 S129481

Strategy Rationale

To reinforce and remediate basic math facts and prior taught math concepts.

Action Step 1 **5**

Math teachers will use USA Test Prep which is an online, teacher-directed learning resource that empowers teachers to develop diagnostic and remedial strategies to support individual students and the classroom as a whole. Teachers will also use flash cards, math bingo, daily stretch, exit ticket, and integer war games.

Person Responsible

David DeGross

Schedule

Weekly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Math Assessments, Math scores on Interim Assessments, FSA and EOC

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

Walk throughs by Administration and Math Coach. Discussion during PLC Meetings.

Person Responsible

David DeGroff

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Observation of math teachers re-mediating their students during walk throughs.

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

Math Coach will assist in location of remedial materials to be given during math PLCs throughout the school year. Data chats will occur monthly during PLC meetings.

Person Responsible

David DeGroff

Schedule


Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Improved math scores on classroom assessments, Interim Assessments, FSA, and EOC

G1.B1.S2 Culinary Classes will use measurements and fractions in recipes to reinforce math concepts.

4

 S137897

Strategy Rationale

Every day usage of math in hands-on activities helps students to learn math.

Action Step 1 5

Culinary students will use recipes that require measuring and using fractions.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grades on recipes completed in class.

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

Administration walk-throughs and observations.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation of students completing recipes correctly.

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

Teacher and administration will monitor the completed products for correct completion.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administration observation of student usage of measurement and improved math scores.

G1.B2 Students struggle with interpreting data from charts, graphs, and maps. 2

 B117699

G1.B2.S1 Utilize Stinger Time in Social Studies classrooms to reinforce and incorporate interpreting data using maps, charts, and graphs. 4

 S129525

Strategy Rationale

Students struggle with these concepts in math and in social studies.

Action Step 1 5

Social Studies teachers plan to give students opportunity to interact with different types of data and answer questions about or discuss data from different sources.

Person Responsible

Erin White

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student work will be gathered involving data.

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

Teachers will turn in common assessment data during monthly PLC meetings.

Person Responsible

Erin White

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Common assessment data showing student success with these concepts.

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

Teachers will check in with other department members during monthly PLC meetings and, if needed, math coach will be contacted.

Person Responsible

Erin White

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Teachers will turn in student work related to common assessment to department chair who will monitor data. Department will evaluate progress at monthly PLC meetings.

G1.B4 Parents are unsure of how to support their students in school. 2

B117701

G1.B4.S1 School counselors will make contact with 5 - 10 uninvolved parents per week as a counselor check-in to assist parents to help their students.. 4

S129534

Strategy Rationale

Many struggling students' parents do not know how to help their students.

Action Step 1 5

School counselors will call 5 - 10 uninvolved parents per week above their regular parent contact attempts.

Person Responsible

Cathleen Milligan

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

The evidence that will be collected will be the contacts that each counselor made.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

This strategy will be discussed and reviewed at monthly PLC meetings.

Person Responsible

Cathleen Milligan

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PLC Minutes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Counselors will submit logs/records at monthly PLC meetings.

Person Responsible


Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Counselor logs/records, 2072 in Crosspointe and climate survey at end of year.

G1.B4.S2 Administration and community members will teach families about the dangers involved with social networking and how it influences a child's self worth. 4

 S129535

Strategy Rationale

A child who is being bullied is not academically successful.

Action Step 1 5

Administration and selected community members will present a cyber-bullying program for families.

Person Responsible

Joseph Rawlings

Schedule

On 9/25/2014

Evidence of Completion

Sign-in sheets of the families attending.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will monitor and support the fidelity of the implementation.

Person Responsible

Joseph Rawlings

Schedule

On 9/25/2014

Evidence of Completion

Parent/families sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Referral numbers for cyber-bullying will be monitored by administration.

Person Responsible

Joseph Rawlings


Schedule

Semiannually, from 9/26/2014 to 6/5/2015

Evidence of Completion

The evidences that will be used to demonstrate the action plan for this strategy was monitored and implemented effectively is data that shows a reduction in the number or cyber-bullying related referrals.

G1.B4.S3 Our school will hold a Parent Pinnacle Night to give parents/families the opportunity to learn how they can access Pinnacle to monitor their child's progress in school. 4

 S129536

Strategy Rationale

Unsuccessful students need to have adult monitoring of their academic achievement both at school and at home.

Action Step 1 5

Our Pinnacle leader will provide a Pinnacle Night workshop for parents and families of our students.

Person Responsible

Amy McLain

Schedule

On 9/25/2014

Evidence of Completion

Sign-in sheets for parents attending.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Parents will be asked to sign in when they come in for the Pinnacle Night.

Person Responsible

Amy McLain

Schedule

On 9/25/2014

Evidence of Completion

Parent sign-ins.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

The number of parents in attendance at the Pinnacle night will be monitored.

Person Responsible

Joseph Rawlings


Schedule

Quarterly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheets indicating parent attendance at Pinnacle Night.

G1.B4.S4 Our school will hold a parent information night to cover the new Florida Standards Assessment. 4

 S134190

Strategy Rationale

Parents need to learn about the changes from the old assessment. They will get to see sample problems, learn where to find resources, and other tips and advice to make sure their students are prepared.

Action Step 1 5

New Smyrna Beach Middle School will hold a parent information night to cover the new Florida Standards Assessment.

Person Responsible

Julian Doster

Schedule

On 10/22/2014

Evidence of Completion

Parent-sign in sheets will be the evidence that demonstrates completion.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Parent sign-in sheets will be collected at the event. Administrators will circulate throughout the evening to make sure that parents' questions are being answered.

Person Responsible

Julian Doster

Schedule

On 10/29/2014

Evidence of Completion

Following the event, the leadership candidates and administrators will meet within a week to review attendance of the event. The evidence will be the parent sign-in sheets showing that the parents attended.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Julian Doster and Amy Carey will meet with administration to plan the event and will meet post-event to discuss the effectiveness of the implementation.

Person Responsible

Joseph Rawlings


Schedule

Biweekly, from 9/1/2014 to 10/29/2014

Evidence of Completion

The evidence that will be used to demonstrate that the strategy was implemented with effectiveness will be the number of parents who signed-in that they attended the event.

G1.B4.S5 Planners will be ordered for all students to use in all classes as a communication tool to inform parents of daily learning goals, assignments, and homework. 4

 S135997

Strategy Rationale

Our school will supply planners for all students so that parents can check planners to see what was done in class and what needs to be done at home.

Action Step 1 5

Ordering planners for all students to use in their classes to record assignments and learning goals.

Person Responsible

Joseph Rawlings

Schedule

On 6/5/2015

Evidence of Completion

Purchase of planners

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Planners will be ordered.

Person Responsible

Ann Jones

Schedule

On 5/29/2015

Evidence of Completion

Email acknowledging the order of the planners.

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Planner order will be monitored for delivery dates.

Person Responsible

Joseph Rawlings


Schedule

Weekly, from 5/29/2015 to 6/30/2015

Evidence of Completion

The evidence used to monitor implementation and effectiveness will be the delivery of the planners.

G1.B4.S6 Students will be awarded for high academic achievement and effort. Parents are invited to these awards ceremonies via connect ed and paper invitations to support their students. 4

 S136002

Strategy Rationale

Students who put in the effort to be academically successful on any level or make great improvement as a student deserve to be recognized in front of their families and their peers.

Action Step 1 5

Teachers and school counselors will identify and recognize students who have shown outstanding achievement, improved academic or behavioral achievement, honorable effort, turn around students, and citizenship. In addition students with 4.0 GPA and honor roll will be recognized throughout the year.

Person Responsible

Cathleen Milligan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Completed list of students receiving awards.

Plan to Monitor Fidelity of Implementation of G1.B4.S6 6

List of students who will be receiving awards.

Person Responsible

Cathleen Milligan

Schedule

Weekly, from 4/1/2015 to 5/15/2015

Evidence of Completion

School counselors will collect the names of students who have been identified as award recipients.

Plan to Monitor Effectiveness of Implementation of G1.B4.S6 7

Completed list of award recipients

Person Responsible

Cathleen Milligan


Schedule

On 5/15/2015


Evidence of Completion

The agenda and list of award recipients for the awards ceremonies.

G1.B5 Students have an inability to cite text evidence as required by Volusia Literacy Test, Performance Task Assessments, and FSA **2**

 B117702

G1.B5.S1 Reading and Language Arts Teachers will implement the "RAP" strategy with all students. (Restate the question; Answer it completely; Prove it with textual evidence. **4**

 S134250

Strategy Rationale

Students need to be able to cite textual evidence from what they have read to participate successfully in Volusia Literacy Test, Performance Task Assessments, and FSA.

Action Step 1 **5**

Students will be taught to implement the RAP strategy in analysis of literary and informational text. Posters will be posted reminding students of the strategy.

Person Responsible

Timberlay Harvey

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Classroom Assessments, scores on VLT, Performance Tasks, FSA, and FAA (ESE)

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Walk throughs by administration; Literacy PLC discussions.

Person Responsible

Amy McLain

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Evidence of students proficiency via assessments.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitoring of data on Volusia Literacy Test and Performance Tasks at monthly Literacy PLC meetings.

Person Responsible

Amy McLain

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

The evidence that will be collected will be the scores on the Volusia Literacy Test and Performance Tasks.

G1.B6 Students fail to retain science content from year to year. 2

 B117703

G1.B6.S1 Teachers will utilize Stinger Time for basic remediation of science concepts using Nature of Science packets, Page Keeley probes, and non-fiction current science news. 4

 S134287

Strategy Rationale

Students are FCAT science tested in 8th grade on content from Kindergarten through 8th grade. This strategy will help them to recall what has been taught in previous years.

Action Step 1 5

Teachers will utilize Stinger Time for science remediation and reinforcement of science concepts..

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Walk throughs

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Walk throughs will monitor implementation. Support will be given by district science personnel and peers.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Walk through observations during Stinger Time.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Collection of data from DIAs, classroom assessments, EOC results

Person Responsible

Timothy Tully

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student scores on DIAs, classroom assessments, EOC results

G1.B6.S2 Use of Cornell Notes in science class. 4

S134292

Strategy Rationale

Cornell Notes give opportunities for repetition of content.

Action Step 1 5

Using Cornell Notes in science class for students to repeatedly review as they ask questions and make summaries, and use the notes for studying for assessments.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

DIA scores, FCAT scores, EOC

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Administrative walkthroughs

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Administrative walk through data.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Monitoring will be done by administrative walk throughs; support will come from AVID teachers who are experienced with using Cornell Notes.

Person Responsible

Joseph Rawlings


Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Administrative walk through data.

G1.B6.S3 Hands on Labs to reinforce science concepts. 4

 S137764

Strategy Rationale

Students learn best by doing.

Action Step 1 5

Teachers will incorporate hands-on labs into their curriculum

Person Responsible

Timothy Tully

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of hands on lab activities from science teachers.

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Administrative walk throughs and observations.

Person Responsible

Joseph Rawlings

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Observation of teachers doing hands-on labs.

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

DIA scores and SMT scores will be monitored.

Person Responsible

Timothy Tully

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

DIA scores, SMT, and EOC scores will be monitored for improvement in scores.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Math teachers will use USA Test Prep which is an online, teacher-directed learning resource that empowers teachers to develop diagnostic and remedial strategies to support individual students and the classroom as a whole. Teachers will also use flash cards, math bingo, daily stretch, exit ticket, and integer war games.	DeGroff, David	10/2/2014	Math Assessments, Math scores on Interim Assessments, FSA and EOC	6/5/2015 weekly
G1.B2.S1.A1	Social Studies teachers plan to give students opportunity to interact with different types of data and answer questions about or discuss data from different sources.	White, Erin	10/1/2014	Student work will be gathered involving data.	6/5/2015 weekly
G1.B4.S1.A1	School counselors will call 5 - 10 uninvolved parents per week above their regular parent contact attempts.	Milligan, Cathleen	10/1/2014	The evidence that will be collected will be the contacts that each counselor made.	6/5/2015 weekly

Volusia - 3931 - New Smyrna Beach Middle School - 2014-15 SIP

New Smyrna Beach Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A1	Administration and selected community members will present a cyber-bullying program for families.	Rawlings, Joseph	9/25/2014	Sign-in sheets of the families attending.	9/25/2014 one-time
G1.B4.S3.A1	Our Pinnacle leader will provide a Pinnacle Night workshop for parents and families of our students.	McLain, Amy	9/25/2014	Sign-in sheets for parents attending.	9/25/2014 one-time
G1.B4.S4.A1	New Smyrna Beach Middle School will hold a parent information night to cover the new Florida Standards Assessment.	Doster, Julian	10/22/2014	Parent-sign in sheets will be the evidence that demonstrates completion.	10/22/2014 one-time
G1.B5.S1.A1	Students will be taught to implement the RAP strategy in analysis of literary and informational text. Posters will be posted reminding students of the strategy.	Harvey, Timberlay	10/1/2014	Classroom Assessments, scores on VLT, Performance Tasks, FSA, and FAA (ESE)	6/5/2015 daily
G1.B6.S1.A1	Teachers will utilize Stinger Time for science remediation and reinforcement of science concepts..	Rawlings, Joseph	10/1/2014	Walk throughs	6/5/2015 weekly
G1.B6.S2.A1	Using Cornell Notes in science class for students to repeatedly review as they ask questions and make summaries, and use the notes for studying for assessments.	Rawlings, Joseph	10/1/2014	DIA scores, FCAT scores, EOC	6/5/2015 weekly
G1.B4.S5.A1	Ordering planners for all students to use in their classes to record assignments and learning goals.	Rawlings, Joseph	5/15/2015	Purchase of planners	6/5/2015 one-time
G1.B4.S6.A1	Teachers and school counselors will identify and recognize students who have shown outstanding achievement, improved academic or behavioral achievement, honorable effort, turn around students, and citizenship. In addition students with 4.0 GPA and honor roll will be recognized throughout the year.	Milligan, Cathleen	10/20/2014	Completed list of students receiving awards.	6/5/2015 quarterly
G1.B6.S3.A1	Teachers will incorporate hands-on labs into their curriculum	Tully, Timothy	8/18/2014	Copies of hands on lab activities from science teachers.	6/5/2015 weekly
G1.B1.S2.A1	Culinary students will use recipes that require measuring and using fractions.	Rawlings, Joseph	8/18/2014	Grades on recipes completed in class.	6/5/2015 weekly
G1.MA1	DIA Scores, SMT Scores, Volusia Literacy Test scores , Performance Tasks scores, EOC's, Science FCAT percentiles, FSA percentiles	Rawlings, Joseph	10/1/2014	DIA Scores, SMT Scores, Volusia Literacy Test scores , Performance Tasks scores, EOC's, Science FCAT percentiles, FSA percentiles	6/5/2015 monthly
G1.B1.S1.MA1	Math Coach will assist in location of remedial materials to be given during math PLCs throughout the school year. Data chats will occur monthly during PLC meetings.	DeGross, David	10/1/2014	Improved math scores on classroom assessments, Interim Assessments, FSA, and EOC	6/5/2015 monthly
G1.B1.S1.MA1	Walk throughs by Administration and Math Coach. Discussion during PLC Meetings.	DeGross, David	10/2/2014	Observation of math teachers re-mediating their students during walk throughs.	6/5/2015 monthly
G1.B2.S1.MA1	Teachers will check in with other department members during monthly PLC meetings and, if needed, math coach will be contacted.	White, Erin	10/1/2014	Teachers will turn in student work related to common assessment to department chair who will monitor data. Department will evaluate progress at monthly PLC meetings.	6/5/2015 monthly
G1.B2.S1.MA1	Teachers will turn in common assessment data during monthly PLC meetings.	White, Erin	10/1/2014	Common assessment data showing student success with these concepts.	6/5/2015 monthly
G1.B4.S1.MA1	Counselors will submit logs/records at monthly PLC meetings.		10/1/2014	Counselor logs/records, 2072 in Crosspointe and climate survey at end of year.	6/5/2015 monthly

Volusia - 3931 - New Smyrna Beach Middle School - 2014-15 SIP
New Smyrna Beach Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	This strategy will be discussed and reviewed at monthly PLC meetings.	Milligan, Cathleen	10/1/2014	PLC Minutes.	6/5/2015 monthly
G1.B5.S1.MA1	Monitoring of data on Volusia Literacy Test and Performance Tasks at monthly Literacy PLC meetings.	McLain, Amy	10/1/2014	The evidence that will be collected will be the scores on the Volusia Literacy Test and Performance Tasks.	6/5/2015 monthly
G1.B5.S1.MA1	Walk throughs by administration; Literacy PLC discussions.	McLain, Amy	10/1/2014	Evidence of students proficiency via assessments.	6/5/2015 daily
G1.B6.S1.MA1	Collection of data from DIAs, classroom assessments, EOC results	Tully, Timothy	10/1/2014	Student scores on DIAs, classroom assessments, EOC results	6/5/2015 monthly
G1.B6.S1.MA1	Walk throughs will monitor implementation. Support will be given by district science personnel and peers.	Rawlings, Joseph	10/1/2014	Walk through observations during Stinger Time.	6/5/2015 weekly
G1.B4.S2.MA1	Referral numbers for cyber-bullying will be monitored by administration.	Rawlings, Joseph	9/26/2014	The evidences that will be used to demonstrate the action plan for this strategy was monitored and implemented effectively is data that shows a reduction in the number or cyber-bullying related referrals.	6/5/2015 semiannually
G1.B4.S2.MA1	Administration will monitor and support the fidelity of the implementation.	Rawlings, Joseph	9/25/2014	Parent/families sign-in sheets.	9/25/2014 one-time
G1.B6.S2.MA1	Monitoring will be done by administrative walk throughs; support will come from AVID teachers who are experienced with using Cornell Notes.	Rawlings, Joseph	10/1/2014	Administrative walk through data.	6/5/2015 weekly
G1.B6.S2.MA1	Administrative walkthroughs	Rawlings, Joseph	10/1/2014	Administrative walk through data.	6/5/2015 weekly
G1.B1.S2.MA1	Teacher and administration will monitor the completed products for correct completion.	Rawlings, Joseph	8/18/2014	Administration observation of student usage of measurement and improved math scores.	6/5/2015 weekly
G1.B1.S2.MA1	Administration walk-throughs and observations.	Rawlings, Joseph	8/18/2014	Observation of students completing recipes correctly.	6/5/2015 weekly
G1.B4.S3.MA1	The number of parents in attendance at the Pinnacle night will be monitored.	Rawlings, Joseph	9/26/2014	Parent sign-in sheets indicating parent attendance at Pinnacle Night.	6/5/2015 quarterly
G1.B4.S3.MA1	Parents will be asked to sign in when they come in for the Pinnacle Night.	McLain, Amy	9/25/2014	Parent sign-ins.	9/25/2014 one-time
G1.B6.S3.MA1	DIA scores and SMT scores will be monitored.	Tully, Timothy	9/2/2014	DIA scores, SMT, and EOC scores will be monitored for improvement in scores.	6/5/2015 monthly
G1.B6.S3.MA1	Administrative walk throughs and observations.	Rawlings, Joseph	10/1/2014	Observation of teachers doing hands-on labs.	6/5/2015 weekly
G1.B4.S4.MA1	Julian Doster and Amy Carey will meet with administration to plan the event and will meet post-event to discuss the effectiveness of the implementation.	Rawlings, Joseph	9/1/2014	The evidence that will be used to demonstrate that the strategy was implemented with effectiveness will be the number of parents who signed-in that they attended the event.	10/29/2014 biweekly
G1.B4.S4.MA1	Parent sign-in sheets will be collected at the event. Administrators will circulate throughout the evening to make sure that parents' questions are being answered.	Doster, Julian	10/29/2014	Following the event, the leadership candidates and administrators will meet within a week to review attendance of the event. The evidence will be the parent sign-in sheets showing that the parents attended.	10/29/2014 one-time
G1.B4.S5.MA1	Planner order will be monitored for delivery dates.	Rawlings, Joseph	5/29/2015	The evidence used to monitor implementation and effectiveness will be the delivery of the planners.	6/30/2015 weekly
G1.B4.S5.MA1	Planners will be ordered.	Jones, Ann	5/29/2015	Email acknowledging the order of the planners.	5/29/2015 one-time
G1.B4.S6.MA1	Completed list of award recipients	Milligan, Cathleen	5/15/2015	The agenda and list of award recipients for the awards ceremonies.	5/15/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S6.MA1	List of students who will be receiving awards.	Milligan, Cathleen	4/1/2015	School counselors will collect the names of students who have been identified as award recipients.	5/15/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies.

G1.B1 Students lack knowledge of basic math facts and prior math knowledge.

G1.B1.S2 Culinary Classes will use measurements and fractions in recipes to reinforce math concepts.

PD Opportunity 1

Culinary students will use recipes that require measuring and using fractions.

Facilitator

Karen Heikka

Participants

Students

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B4 Parents are unsure of how to support their students in school.

G1.B4.S5 Planners will be ordered for all students to use in all classes as a communication tool to inform parents of daily learning goals, assignments, and homework.

PD Opportunity 1

Ordering planners for all students to use in their classes to record assignments and learning goals.

Facilitator

Administration

Participants

Teachers, students, and parents

Schedule

On 6/5/2015

G1.B4.S6 Students will be awarded for high academic achievement and effort. Parents are invited to these awards ceremonies via connect ed and paper invitations to support their students.

PD Opportunity 1

Teachers and school counselors will identify and recognize students who have shown outstanding achievement, improved academic or behavioral achievement, honorable effort, turn around students, and citizenship. In addition students with 4.0 GPA and honor roll will be recognized throughout the year.

Facilitator

Cathleen Milligan

Participants

Faculty, Students, Families, Community

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

G1.B5 Students have an inability to cite text evidence as required by Volusia Literacy Test, Performance Task Assessments, and FSA

G1.B5.S1 Reading and Language Arts Teachers will implement the "RAP" strategy with all students. (Restate the question; Answer it completely; Prove it with textual evidence.)

PD Opportunity 1

Students will be taught to implement the RAP strategy in analysis of literary and informational text. Posters will be posted reminding students of the strategy.

Facilitator

Amy McLain

Participants

Teachers, Students

Schedule

Daily, from 10/1/2014 to 6/5/2015

G1.B6 Students fail to retain science content from year to year.

G1.B6.S1 Teachers will utilize Stinger Time for basic remediation of science concepts using Nature of Science packets, Page Keeley probes, and non-fiction current science news.

PD Opportunity 1

Teachers will utilize Stinger Time for science remediation and reinforcement of science concepts..

Facilitator

Timothy Tully

Participants

Science Teachers

Schedule

Weekly, from 10/1/2014 to 6/5/2015

G1.B6.S2 Use of Cornell Notes in science class.

PD Opportunity 1

Using Cornell Notes in science class for students to repeatedly review as they ask questions and make summaries, and use the notes for studying for assessments.

Facilitator

Jodi Alligood, Erin Keeren, Pamela Raquet

Participants

Entire Faculty

Schedule

Weekly, from 10/1/2014 to 6/5/2015

G1.B6.S3 Hands on Labs to reinforce science concepts.

PD Opportunity 1

Teachers will incorporate hands-on labs into their curriculum

Facilitator

Timothy Tully

Participants

Science Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies.	8,119
Grand Total	8,119

Goal 1: All teachers will work collaboratively to develop, learn, and implement engaging instructional delivery tools and strategies.

Description	Source	Total
B1.S1.A1	School Improvement Funds	825
B1.S2.A1	School Improvement Funds	1,894
B4.S5.A1	School Improvement Funds	2,500
B4.S6.A1	School Improvement Funds	1,500
B5.S1.A1	School Improvement Funds	200
B6.S1.A1	School Improvement Funds	200
B6.S3.A1	School Improvement Funds	1,000
Total Goal 1		8,119