

Deland Middle School

1400 AQUARIUS AVE, Deland, FL 32724

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

66%

Alternative/ESE Center

No

Charter School

No

Minority

41%

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

We will inspire our students to be respectful, responsible and knowledgeable citizens while nurturing their social, emotional, intellectual and physical needs.

Provide the school's vision statement

School Environment

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

Each year the school hosts an incoming 6th grade information session to introduce our new students to the school and curricular offerings. This event is followed by articulation meetings conducted by the guidance department and designated lead teachers at each feeder school to help facilitate a smooth transition from elementary to middle school.

Where Everyone Belongs (WEB)- Prior to the start of the school year incoming 6th grade students are invited to an orientation event hosted by 8th grade students in leadership roles, campus-wide to participate in team-building activities, a campus tour and introduction to key personnel on campus in preparation for the start of the new school year.

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

Students who arrive on campus before the first bell have a designated, supervised location to report to each morning: sixth and seventh grade report to the gym, eighth grade reports to the cafeteria. School leadership along with campus advisors and select teachers, provide effective monitoring of the campus throughout the school day (before and after school and during each class change). Through this visibility, the students have access to adults to express any concerns. In addition, we have a "What's On Your Mind" box in the Media Center, for students to anonymously report any concerns or issues that they would like addressed. This box is monitored by our sixth grade guidance counselor.

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

There is a specific tardy policy that is in place to ensure students get to class on time. Teachers are requested to hold students for the first and last ten minutes of class (to minimize distractions) before allowing bathroom visits. All of our new teachers attend CHAMPS training. 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. District support is solicited for areas of concern.

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

Our grade level counselors are our first line of defense when students have social or emotional needs in school. They also have the ability to refer to community outreach organizations. We have a representative of The House Next Door on campus, she serves 30 students with emotional or behavioral needs. She meets with these students weekly, and on an as needed basis. In addition, students meet monthly in homeroom where teachers address topics such as: date rape, violence, drugs, alcohol, anti-bullying, etc. The Principal holds a Principal's Planning Session to discuss academics, behavioral plans, Early Warning Systems data and goals.

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

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to middle schools. The indicators are as follows:

- * Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions
- * Year to date suspensions (at risk if 1 or more) including in school or out of school
- * Course failure in ELA or math
- * Level 1 score on the statewide, standardized assessment in ELA or Math

Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a 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	26	28	31	85
One or more suspensions	39	35	32	106
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	54	70	70	194
BL - Attendance below 90 %	0	0	0	
Qtr. 1 - Attendance below 90 %	0	0	0	
Qtr. 2 - Attendance below 90 %	0	0	0	
Qtr. 3 - Attendance below 90 %	0	0	0	
Qtr. 4 - Attendance below 90 %	0	0	0	
BL - One or more suspensions	0	0	0	
Qtr. 1 - One or more suspensions	0	0	0	
Qtr. 2 - One or more suspensions	0	0	0	
Qtr. 3 - One or more suspensions	0	0	0	
Qtr. 4 - One or more suspensions	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	96	112	97	305

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g.attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities 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. 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 school through 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

DeLand Middle developed a Student/Parent Compact with input from all stakeholders. The compacts were distributed in the Welcome Back folders during the first week of school. We had all of our parents and students fill out and acknowledge the Student/Parent Compact. We communicate with parents using Connect Ed, the marquee and the Terrier Tattler. We have SAC meetings on a monthly basis. We also have an active PTA. Our Media Specialist maintains our school website. Our AVID teacher holds a yearly AVID informational meeting and various parent meetings throughout the year. We don't receive any Title One funds.

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

Our Volunteer Coordinator builds partnerships with local business and community members. They provide incentives for student recognition. We have a community member serve on our School Advisory Committee.

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
Dunnigan, William	Principal
Farajallah, Sabra	Assistant Principal
Calkins, Ralph	Assistant Principal
Goddard, Brian	Assistant Principal
Lapinsky, Patricia	Instructional Coach
Calderon, Bolivar	Teacher, K-12
DiMuro, Pete	Teacher, K-12
Gifford, Wendy	Teacher, K-12
Johnson, Amber	Teacher, K-12
Kohlier, Gayle	Teacher, K-12
Mann, Elizabeth	Teacher, K-12
Ostermann, Patti	Teacher, K-12
Benito, Abby	Instructional Coach

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michael Grogan	Parent
Diana Bierwagen	Student
Mary Bierwagen	Parent
Tracy Earley	Parent
Monica Hart	Parent
Betty Doyle	Business/Community
Paula Sheron	Education Support Employee
Patricia Lapinsky	Teacher
Bill Dunnigan	Principal
Vicki Snell	Parent
Kevin Strickland	Parent
Owen McCall	Parent
Jill Boyington	Parent
Lisa Detter	Parent
Gayle Kohlier	Teacher

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

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

Development of this school improvement plan

Our SAC was instrumental in the development and approval of our SIP in 2013-2014. They were initially given draft copies of the plan and then approved the final plan. We also gathered input from all stakeholders. This was communicated through a Connect Ed phone call to each student's home, it was also advertised on our school marquee. SAC members were presented with data from all departments through a SAC meeting. We then gathered input from all members in the development of the plan.

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 and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

We received SAC funds in April of 2014 , we have not allocated any of these funds.

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
Benito, Abby	Instructional Coach
Calderon, Bolivar	Teacher, K-12
Calkins, Ralph	Assistant Principal
DiMuro, Pete	Teacher, K-12
Dunnigan, William	Principal
Farajallah, Sabra	Assistant Principal
Gifford, Wendy	Teacher, K-12
Goddard, Brian	Assistant Principal
Johnson, Amber	Teacher, K-12
Kohlier, Gayle	Teacher, K-12
Lapinsky, Patricia	Instructional Coach
Mann, Elizabeth	Teacher, K-12
Ostermann, Patti	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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 in the Spring. The LLT will also support the District Literacy Fair through student projects, contests and

sponsoring activities the day of the fair. The LLT supports and facilitates the Scripps school wide spelling bee each February. The LLT supports the creation of a school literary magazine.

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

Professional Learning Communities (PLCs), data review sessions (DRS) and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Department meetings allow teachers to participate in bi-weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted bi-weekly to administration for monitoring purposes. Additionally, department meetings are held bi-weekly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. Data review sessions are conducted departmentally on a bi-annual basis to identify trends and develop instructional strategies to meet the varying needs of the students population served. The use of academic coaches to assist with teacher collaboration and 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) meets monthly 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 (SBLT)
4. PLC Activities (PLCs)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Terrific Terriers (recognition of teachers by peers)
7. Mentoring of year two teachers (E3Y2)

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

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

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

At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources and assessments. Professional Learning Communities (PLCs), coaching and administrative walk-throughs help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

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

Bi-weekly PLC meetings allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the academic day. Teachers, alongside academic coaches created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from classroom teachers and para-professionals.. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. District specialists provided professional development on differentiated instruction during our school based PLC's.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. 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) meets monthly to talk about what trends are being seen in the classrooms. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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

Strategy: Extended School Day

Minutes added to school year: 0

Teachers voluntarily offer tutoring before, during and after school.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dunnigan, William, wrdunnig@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Extended School Day

Minutes added to school year: 400

Professional Learning Communities (PLC's) meet for the purpose of data analysis and response, intervention planning as well as professional development for 40 minutes biweekly.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dunnigan, William, wrdunnig@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

Strategy: Before School Program

Minutes added to school year: 0

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention, planning as well as professional development for 1 hour every other week.

Strategy Rationale

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dunnigan, William, wrdunnig@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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. In addition, we work with the high school in our feeder pattern to assist outgoing 8th grade students with their transition to high school. High school personnel visit our campus to provide information about student academics and activities as well as to assist with high school registration.

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

The school offers students elective courses in art, business, technology and career study. We offer the AVID program in order to help prepare those students for success in middle school, high school and eventually, college. The Guidance Counselor presents course options to the students each spring, they bring the paperwork home to their parents so that the entire family is included in the decision making process.

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

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

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

The 8th grade Guidance Counselor works with the students on a computer based program to plan and select high school courses and career opportunities. Our technology teacher uses the Pitsco Synergy program with students to integrate math, science and engineering with technology.

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

N/A

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 collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms.

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 collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms.

1a

G040823

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	88.0
Algebra I EOC Pass Rate	95.0
FSA - English Language Arts - Proficiency Rate	56.0
FCAT 2.0 Science Proficiency	53.0

Resources Available to Support the Goal 2

- Teachers, Professional Development, Literacy Coach, Math/Science Coach, websites, Florida standard activities, curriculum maps, Volusia Literacy Test, variety of text, Book Fair funds, SAC funds

Targeted Barriers to Achieving the Goal 3

- Meeting the needs of all students

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

William Dunnigan

Schedule

Monthly, from 12/17/2014 to 6/1/2015

Evidence of Completion

classroom observations, all assessments

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 collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms. **1**

 G040823

G1.B1 Meeting the needs of all students **2**

 B098887

G1.B1.S1 Deliver Professional Development on selected topics throughout the school year to the entire faculty. **4**

 S110235

Strategy Rationale

Students need to be taught strategies to aid in their ability to read and comprehend difficult text.

Action Step 1 **5**

Teachers will be trained in using Close Reading in their classroom, they will be expected to implement the strategy in their classroom.

Person Responsible

Sabra Farajallah

Schedule

Weekly, from 12/17/2014 to 6/1/2015

Evidence of Completion

walk-throughs, observations, and classroom visits throughout the school year and assessments throughout the year, Reading Interims, VLT's, DBQ's, FSA's, EOC's

Action Step 2 5

Teachers will instruct academic vocabulary in all Language Arts classes and content area teachers will reinforce the vocabulary.

Person Responsible

Sabra Farajallah

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

walk-throughs, observations, and classroom visits throughout the school year, word walls, students binders, VLT's

Action Step 3 5

All teachers will be trained in using Text Based Questions (with the SLAM strategy), teachers will then use text based questions as best practice in their instruction.

Person Responsible

Sabra Farajallah

Schedule

Weekly, from 12/17/2014 to 6/1/2015

Evidence of Completion

SLAMS, EOCs, FSA scores, VLTs, DBQs

Action Step 4 5

Teachers will use Differentiated Instruction within the Gradual Release Model in order to target more students within their classroom.

Person Responsible

William Dunnigan

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

weekly walk-throughs, observations, classroom visits, assessments and student work samples, grades on Pinnacle

Action Step 5 5

Teachers will employ technology in their classrooms on a regular basis within our BYOT model.

Person Responsible

Elizabeth Mann

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

observations, walk-throughs, classroom visits

Action Step 6 5

In response to walk-through and classroom visit feedback, coaches will make follow-up visits and coaching appointments with the teachers.

Person Responsible

Patricia Lapinsky

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

videos, notes, observations

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

All administrators will look for the teachers to be employing these strategies when performing classroom walkthroughs, observations or classroom visits.

Person Responsible

William Dunnigan

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

student work, student essays, observations, walk-throughs, classroom visits, VLTs, DIAs, DBQs, FSA, classroom assessments (formative and summative)

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

In response to walk through feedback, or specific requests, coaches will make classroom visits to follow up on the PD.

Person Responsible

Patricia Lapinsky

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

classroom visits, VLTs, DIAs, DBQs, FSA, classroom assessments

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

Administrators will monitor the effectiveness of the classroom instruction.

Person Responsible

William Dunnigan

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Observations, walk throughs, classroom visits, all assessments

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	Teachers will be trained in using Close Reading in their classroom, they will be expected to implement the strategy in their classroom.	Farajallah, Sabra	12/17/2014	walk-throughs, observations, and classroom visits throughout the school year and assessments throughout the year, Reading Interims, VLT's, DBQ's, FSA's, EOC's	6/1/2015 weekly
G1.B1.S1.A2	Teachers will instruct academic vocabulary in all Language Arts classes and content area teachers will reinforce the vocabulary.	Farajallah, Sabra	9/1/2014	walk-throughs, observations, and classroom visits throughout the school year, word walls, students binders, VLT's	6/1/2015 weekly
G1.B1.S1.A3	All teachers will be trained in using Text Based Questions (with the SLAM strategy), teachers will then use text based questions as best practice in their instruction.	Farajallah, Sabra	12/17/2014	SLAMS, EOCs, FSA scores, VLTs, DBQs	6/1/2015 weekly
G1.B1.S1.A4	Teachers will use Differentiated Instruction within the Gradual Release	Dunnigan, William	9/1/2014	weekly walk-throughs, observations, classroom visits, assessments and	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Model in order to target more students within their classroom.			student work samples, grades on Pinnacle	
G1.B1.S1.A5	Teachers will employ technology in their classrooms on a regular basis within our BYOT model.	Mann, Elizabeth	9/1/2014	observations, walk-throughs, classroom visits	6/1/2015 biweekly
G1.B1.S1.A6	In response to walk-through and classroom visit feedback, coaches will make follow-up visits and coaching appointments with the teachers.	Lapinsky, Patricia	9/1/2014	videos, notes, observations	6/1/2015 biweekly
G1.MA1	Administrators will monitor the use of the following strategies: Close Reading, Text Based Questions, Gradual Release Model and teaching academic vocabulary throughout the content areas in order to meet the needs of all of our students.	Dunnigan, William	12/17/2014	classroom observations, all assessments	6/1/2015 monthly
G1.B1.S1.MA1	Administrators will monitor the effectiveness of the classroom instruction.	Dunnigan, William	9/1/2014	Observations, walk throughs, classroom visits, all assessments	6/1/2015 weekly
G1.B1.S1.MA1	All administrators will look for the teachers to be employing these strategies when performing classroom walkthroughs, observations or classroom visits.	Dunnigan, William	9/1/2014	student work, student essays, observations, walk-throughs, classroom visits, VLTs, DIAs, DBQs, FSA, classroom assessments (formative and summative)	6/1/2015 weekly
G1.B1.S1.MA3	In response to walk through feedback, or specific requests, coaches will make classroom visits to follow up on the PD.	Lapinsky, Patricia	9/1/2014	classroom visits, VLTs, DIAs, DBQs, FSA, classroom assessments	6/1/2015 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 collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms.

G1.B1 Meeting the needs of all students

G1.B1.S1 Deliver Professional Development on selected topics throughout the school year to the entire faculty.

PD Opportunity 1

Teachers will be trained in using Close Reading in their classroom, they will be expected to implement the strategy in their classroom.

Facilitator

Lapinsky, Leyshon, Ragano

Participants

all faculty members

Schedule

Weekly, from 12/17/2014 to 6/1/2015

PD Opportunity 2

All teachers will be trained in using Text Based Questions (with the SLAM strategy), teachers will then use text based questions as best practice in their instruction.

Facilitator

Leyshon, Wodz, Anderson, Ragano

Participants

entire faculty

Schedule

Weekly, from 12/17/2014 to 6/1/2015

PD Opportunity 3

Teachers will use Differentiated Instruction within the Gradual Release Model in order to target more students within their classroom.

Facilitator

Lapinsky, Benito

Participants

entire faculty

Schedule

Weekly, from 9/1/2014 to 6/1/2015

PD Opportunity 4

Teachers will employ technology in their classrooms on a regular basis within our BYOT model.

Facilitator

Mann

Participants

entire faculty

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

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 collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms.	20,643
Grand Total	20,643

Goal 1: All teachers collaboratively establish expectations for high quality writing instruction and timely and specific feedback in the content areas and they consistently meet these expectations in their classrooms.		
Description	Source	Total
B1.S1.A5	School Improvement Funds	20,643
Total Goal 1		20,643