

Deltona Middle School



2014-15 School Improvement Plan

Deltona Middle School

250 ENTERPRISE RD, Deltona, FL 32725

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

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

The Deltona Middle School family is dedicated to the maximum growth of our students. By forming a partnership with our community, we create a caring and accepting environment for all. We rise to the challenge as we charge toward success.

Provide the school's vision statement

The faculty, staff, and community of Deltona Middle School share the responsibility for guiding our students toward academic growth and emotional development essential for continued learning and lifelong success in a culturally diverse society.

School Environment

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

Our students are surveyed through a multitude of data sources. We review Cross Pointe demographic information, Title I, free and reduced lunch surveys, parent surveys collected through Title I. In addition, teachers create their own personal survey forms to learn about students. Our school counselors visit classrooms and assess/ address grade specific concerns relevant to grade levels. Teachers meet weekly by department during their planning time in our data room. We are able to then discuss trends we notice that include academic, behavioral, cultural, and social needs of our students. This allows teachers to become more cognizant of students' individual needs. Teachers, counselors, and administrators are also acclimated to the students' cumulative folders for those with at-risk behaviors in order to make more pronounced determinations for students in need. It is necessary to include specialists and parents as these relationships are built and maintained throughout the year.

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

Our principal leads the charge by visiting bus stop areas every Thursday morning to become acquainted with students and parents. Once the students arrive on campus, each grade level is supervised in a different area. Teachers of those respective grades supervise their students until the bell rings which helps with rapport and comfort for the students. On August 20, 2014 during Charger period all students were provided with a PowerPoint presentation that reviewed school wide procedures on how to transition successfully throughout the day. On September 11, 2014 we held school wide assemblies for all of our students. During this school wide assembly time, we discussed ways for students to ask for and receive support, resources, and guidance from stakeholders whenever they deem necessary. We also showcased our schools motto CHARGERS CARE-ACHIEVE-RESPECT-ENGAGE. We shared with students how important it was for chargers to care for one another, while maintaining academic excellence and engaging in all the activities that we have available for them. Our school has worked hard to create several academic clubs that meet after school on a weekly, bi-weekly, or monthly basis in an effort to increase academic achievement. With the recent increase in bullying incidents locally, we decided it fitting to discuss bullying in more depth with our students as a whole. Our school counselors provided grade level bullying assemblies to discuss how hurtful words are for fellow classmates. As a follow up small class size activity, a bullying video was provided for teachers. The students viewed the video and produced posters that

were hung throughout the school to depict ways in which words are harmful. Our principal followed up our theme with a Connect Ed message to families showing our commitment and dedication to support a safe and respectful school setting.

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

School wide expectations are maintained first with consistency among the adults. During the pre-planning week, administration explained that most procedures implemented through the school improvement process last year would continue this year. Students are aware that our school has a zero tolerance for bullying, insubordination, and cell phone usage. We expect parent contact to be made for level 1 and 2 infractions that are minor school rules such as horseplay or talking without permission. In order for students to be fully engaged during instructional time, we expect teachers to learn about their students' strengths/weaknesses and include the gradual release model within their instruction. This will allow time for differentiation and accommodations based on students needs.

The School wide Behavioral System includes:

Maintaining:

1. Tardy Sweeps-Students are expected to arrive in class on time. We have implemented a school wide tardy sweep policy for tardies and have consistent consequences for student infractions.
2. 10/10 Rule-once students are in class they are expected to remain in class the first ten and last ten minutes of class. This allows the teachers to start class immediately with purpose, direction, and instructional momentum.
3. Cell phone Policy-
4. No Tolerance for egregious offenses/offenders - students whose behaviors are habitual and/or egregious and need an alternative setting. It is the role of teachers, counselors, administration, and student services to work through the PST process and ensure that interventions are being provided. If students disrupt the learning environment making the setting unsafe for others to learn, we move forward under the direction from the district for a recommendation for an alternative setting placement.
5. Utilizing Early Warning System- We will continue to utilize the EWS as an indication of what students need, what tier of support. Please refer to the next section for more information.

Implementing:

1. Behavior Leadership Team- With the addition of Susan Reaves as our new Exceptional Student Services Assistant Principal, we are able to utilize her expertise, as well as that of our Behavior Specialist, for the behavior leadership team to help decipher the needs of our students and tiers of support.
2. Behavior Data Room- Students who are identified as ESE or 504 will have an additional data room where additional meetings will be held to determine if appropriate FBA/BIP and/or IEP reviews should be held to adjust support services provided. Specialists will have access to this information and be able to analyze/notice class and/or school wide trends.

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

Student counseling services are readily available to students throughout the school day. Each grade level has a full time school counselor available located in close proximity of classroom areas. Counselors are responsible for the schedules of their students by grade. If a conference is requested by the child's parent and/or guardian the counselor along with the student's classroom teachers are present to discuss the child's progress in each area. It is the child's counselor who reviews the student's cumulative folder and keeps track of the academic history, achievement levels, social history, and notates any social/emotional needs of the students. The counselors provide parents with additional local program information that is relevant to the child's needs. In some instances this

includes The House Next Door for Family Counseling, Halifax Behavioral Center, Mentoring Services provided by community agencies, or One Call for Help Resource Center. There are several local agencies that our guidance department refers parents to when they are need of services for their children. Our district guidance specialist, Dr. Amy Hall, has a scheduled school visits in November to provide support to our counselors to ensure they are aware of all the local programming supports available to them in our area.

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

Twelve percent of our students had 21 or more absences in the 2013-1014 school year. In addition, 1,823 total days of suspension were incurred. Of those, 324 students received in-school suspension, while 268 students received out-of-school suspension. Of our total students, 101 failed their mathematics and/or reading course(s), in the school year 2013-2014.

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	48	49	54	151
One or more suspensions	131	132	131	394
Course failure in ELA or Math	32	36	33	101
Level 1 on statewide assessment	115	121	119	355

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	47	43	42	132

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 includes student indicators. At Deltona Middle School the Early Warning System is reviewed by a committee that is composed of teachers, administration, counselors, the school psychologist, and coaches who are familiar with students on the list. The committee then determines which indicator for each student is considered that student's highest barrier and correlates the most appropriate Multi-Tiered System of Supports. Those barriers or indicators for students could be attendance, a learning/behavioral disability, or a behavioral concern. Depending on what determinations are made, the tiered system can be appropriately implemented.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186205>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

This year we have a parent advocate whose main role is to build and maintain our volunteer and business relationships within the local community. These partnerships have helped to secure and sustain resources that support classroom needs, family nights, tutoring, mentoring, supplies, and parental awareness of educational programs. In addition, we have Ms. Felicia Benzo, who works alongside our parent advocate. Ms. Benzo founded a co-ed Catalyst Mentoring Program with us last year and provided services to several students. In addition to Catalyst, Ms. Benzo has partnered with Mr. Chatman and Ms. Douglas to start a male mentoring program for 40 at-risk male students. The group meets every Monday after-school and has guest speakers from the community. They go on field trips and provide service to school events. Our guidance department has partnered with local businesses to initiate the heart to heart program Girls Mentoring Program which provides self esteem and problem resolution skills for girls. The City of Deltona has also shown support for Deltona Middle School students by awarding students with citizenship awards. Each month teachers nominate a student who has shown acts of being a "CHARGER"; meaning someone who cares, achieves, respects, and engages in school by being a positive leader. The administration, school counselor, and teachers then select two students per grade level based on the nominations to receive the city's Super Student award each month. Teachers are invited to attend the award ceremony where the Mayor presents the Super Student award to each student. The respective grade level administrator and principal are also present to support the student and his/her family as he/she receive the award. In addition, the Community has helped to provide back-to-school resources at the start of school, as well as gifts for families in need during the holiday season. When we have academic award ceremonies or host evening family night events, our business partners never seem to stop giving.

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
Inge, Rick	Principal
Douglas, Alicia	Assistant Principal
Pearce, Jonathan	Assistant Principal
McLane, Nancy	Instructional Coach
Barkley, Brenda	Instructional Coach
Reaves, Susan	Assistant Principal
Potter-Whiting, Carey	Instructional Coach
Ashby, Kent	Teacher, K-12
Griffin, Tonya	Instructional Media

Duties

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

Administration will:

1. Provide a common vision for the use of data-based decision-making by promoting individual analysis of student progression ensuring that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage.
2. Ensure the VCS Problem Solving Process is implemented to identify, analyze, and address individual student needs. Teacher and Guidance will review the students' academic and behavioral history to determine appropriate classroom interventions and document responses to Intervention.
3. Provide collaborative professional development agendas to help teachers: develop school-wide instructional strategies, horizontally and vertically plan, and learn which instructional strategies yield the most gain. For example, our School Psychologist will provide/facilitate training on skill building and understanding of the components of PS/Rtl. District Specialists will visit our school site and work directly with department leaders to support the school's infusion of reading and writing within each subject area.
4. Communicate with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.

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

Our leadership team identifies systematic, instructional, and student needs. Our response to intervention addresses individual, as well as class, grade-level and school wide issues. School wide structures have been established to increase teacher/administration collaboration, development, and individual student analysis. Twice a quarter, school counselors, academic coaches, intervention teachers, and administration review each student's individual progress by grade level. School counselors have formulated a detailed spreadsheet that include an analysis of early warning systems to further support individual needs. These needs are then tiered and addressed by need. Our Problem Solving Team and IEP Review process allow students' needs to be fully analyzed and reviewed by parents, teachers, and specialists.

During each PST and IEP review represented members include: the principal, assistant principal,

curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes.

The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level

to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I:

- Math Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach math to all students.
- Writing Coach for the purpose/s of assisting classroom teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach writing to all students.
- Reading Intervention Tutor to provide interventions for students in need via a push-in/pull-out model
- Math Intervention Teacher to provide interventions for students in need via a push-in/pull-out model
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Collaboration Days for PLC groups.

Title I, Part C- Migrant:

The District Migrant Education Program (MEP) Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The MEP provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D:

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II:

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III:

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as targeted interventions and enrichments

that ensure the appropriate pathway toward graduation.

Title X- Homeless:

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI):

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs:

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Deltona Middle School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health lessons through PE classes

Housing Programs:

N/A

Head Start:

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education:

N/A

Career and Technical Education:

DELTONA MIDDLE SCHOOL offers classes in agriculture, art, AVID, business, and technology

DELTONA MIDDLE SCHOOL offers students career awareness opportunities through Jr.

Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

The school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters.

Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Barkley	Teacher
Inge, Richard	Principal
Alicea Acevedo, Brunilda	Education Support Employee
Bauchle, Amy	Parent
Bauchle, Miranda	Student
Brown, Duaneda	Parent
Brown, Ja'Cobe	Student
Butt, Steven	Parent
Hill, Carol	Parent
Kruid, Danielle	Parent
Lukens, Carolann	Parent
Mayes, Donna	Teacher
Mayes, Jerald	Business/Community
McLane, Nancy	Teacher
Penn, Steven	Parent
Peterson, Sanya	Education Support Employee
Potter-Whiting, Carey	Teacher
Toney, Diana	Parent
VanDale, Leslie	Education Support Employee
Douglas, Alicia	Student
Gordon, LaKenzia	Parent
Navarro, Evelyn	Education Support Employee
Webster, Dorchelle	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

Last year, we did not reach parts of goal #1 to increase to 63% proficient in reading and 60% in math. However, we exceeded 50% in writing by achieving 52% and exceeded the 53% for science by achieving 54%.

For our second goal, we focused on the lowest quartile. We achieved the goal for the lowest quartile with our reading students, but in math only 45% of our lowest quartile students made gains when our goal was for 60% to make gains. Our third goal was more general, in that more parents would become involved in school-wide academic initiatives through increased communication. We felt this goal was achieved as the surveys indicated parents felt communication was increased and they appreciated the new initiatives. Although progress was made and our school went from a "D" school to a "C" school last year. We still are aware that progress needs to continue with our lower quartile students. Gains were not made in all areas like we anticipated. However, the trend is in the correct direction. Therefore, we will continue moving forward, but will make school wide adjustments to add more rigor towards continuous improvements.

Development of this school improvement plan

The primary function of the School Advisory Council at Deltona Middle School is to assist with the development and monitoring of our School Improvement Plan. A portion of our first meeting in September was devoted to a discussion of the data which was generated by the Florida Department of Education. An analysis of District, State, and School FCAT performance levels was identified and compared to pre-established Annual Measured Outcomes. Members are encouraged to study the trends and school wide data. Members have the opportunity to review the ongoing writing of the school improvement plan and are encouraged to provide feedback; which may be incorporated into the School Improvement Plan. Our Mid-September meeting consists of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings during the year will include departmental and school wide requests for School Improvement funding which directly support the school improvement plan. On September 23, 2014, a presentation was made to the faculty regarding the premise of the school improvement and feedback was received then, as well. During March, the School Advisory Council meeting will include a mid-year update on the plan's progression. The SAC will take a close look at the school budgeting process at our May meeting.

Preparation of the school's annual budget and plan

For the current school year, the SAC team will prioritize school wide needs based on school data. Departments and teachers will have access to funds through an approval process. The funds should be utilized to support all students' growth while addressing cross curriculum targets.

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

Last school year, 2013-2014, the School Advisory Council had a zero budget until May 2014. The state allowed for these last minute funds to be carried over into our current school year, 2014-2015. Only one request was funded in May 2014. The SAC voted for the reading department to receive \$1762 to order 100 Scholastic weekly readers to be used in all grade levels and subject areas to support curriculum .

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
Barkley, Brenda	Instructional Coach
Ashby, Kent	Teacher, K-12
Douglas, Alicia	Assistant Principal
Inge, Rick	Principal
McLane, Nancy	Instructional Coach
Pearce, Jonathan	Assistant Principal
Potter-Whiting, Carey	Instructional Coach
Reaves, Susan	Assistant Principal
Rheinheimer, Julie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The leadership literacy team promotes literacy within the school by incorporating WICOR systematically by department throughout the school. Training has been established and common language incorporated so that transitions are made simple for students. The leadership literacy team coordinates with the AVID coordinator, Janis Sokolowski to implement Writing, Inquiry, Collaboration, Organization, and Rigor into classrooms through text based materials.

The leadership literacy team is also responsible for coordinating department initiatives so that interdepartmental activities can occur which builds capacity and vertical scaffolding. We utilize newspapers and weekly readers throughout departments that are colorful, current journals for students to read and mark. These texts allow students to elaborate real world and have extended discussions that are relevant to current events.

Our media center has become an integral part of our literacy initiatives. Each department had training to support literacy within their curriculum sequence. In science, students have gone into the media center and received lessons from the media specialist regarding Proquest and learned how to research for their science fair projects. For our reading classes, the media specialist provided tours to students that showcased how books are readily available and aligned with units they are studying in class. Through language arts classes, students learned how to access Vportal in the media center. Each student knows how to check out books and are welcome to the media center during lunch. In addition, starting in November we will have extended Media hours after school with free tutoring for students.

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

We have 22 teachers who are new to Deltona Middle School (DMS). The new teachers were welcomed to Deltona Middle School on August 12, 2014. During this celebration, each new teacher received a tote bag filled with supplies, lesson plan book, DMS tee shirt, teaching schedule, and informative school packet. The teachers were given a tour of the school, keys to their classroom, and individual guidance by veteran teachers who volunteered to welcome teachers to our school. The academic coaches were also available to provide the new teachers with curriculum maps and teaching materials. Our new teachers meet regularly with their PAR mentor, Ms. Candace Ezell. Ms. Ezell is available at DMS weekly and visits our new teachers during their planning periods by requests and provides a

supportive, warm, and engaging smile to comfort them. As a school, we designate meetings tailored to meet the new teachers learning curve. These topics include effective grade book practices, policies and procedures, ethics, lesson plans, substitute plans, and Pinnacle.

By department, our math, science, language arts, and reading departments have an academic coach who help their respective departments. Each coach is responsible for professional development planning, instruction including WICOR strategies, curriculum pacing and sequencing, common assessments, and maintaining the fidelity of implementation regarding remediation, accommodations, and enrichment of students. Our history and elective departments have a department chair who leads the way for their department who also lead the charge in the same initiatives.

As a school, our teachers have common planning by subject area grade level so teachers can meet in small groups and receive time to horizontally plan and support one another. We have professional learning meetings provided by departments quarterly for a full day of professional inquiry and data analysis. Each month teachers submit their lesson plans to their evaluators, who give them feedback regarding planning expectations.

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

Applicants for positions at Deltona Middle School are screened carefully prior to their hiring. Attention is paid

to their certification, experience, interview impressions, and reference checks. Principal and Administrators

provide detailed information regarding teaching philosophy, school demographics, culture and climate, as well as expectations during the interview process. Prospective applicants are given a campus tour to familiarize them with the environment, classrooms, and facilities used on a daily basis.

Teachers will participate in the implementation the Florida Standards as an effort to increase student achievement and to produce college ready students. Teachers have the opportunity to serve on our School Advisory Council, along with attending various Professional Development opportunities to expand our school in its entirety. These professional development activities include AVID training, VSET training, Florida Standards Implementation Trainings, and more. We have a representative attend our Teacher Advisory Council meetings held by the district office. Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.

Potential teacher candidates are encouraged to collaborate with subject area department chair(s) to gain awareness of teaching, Principal, Administrators, assignment, departmental goals, available teacher materials, and school wide policies and procedures Participation in District Job Fair and Recruitment Activities.

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

Our new teachers have been a great addition to our faculty. It is our hope, that our first year teachers have easy access to address all of their concerns and instructional needs. The district has assigned Candace Ezell as our Peer Assistance and Review (PAR) teacher. Through the Empowering Educator Excellence Program (E3), Ms. Ezell is responsible for Coaching, observations, and collaborative lesson planning.

Our first year teachers include:

Ballard, Tara Marie

Courson, Daniel Steven

Dauparas Price, Joyce Sonja

Hornback, Alexandra Lee

Moet, Thuzar

Rivera, Jose Antonio

Sabatino, Robert Carl

Santiago-Rodriguez, Jennifer
 Sapp, Sharon M
 Sauls, David Wayne
 Schicker, Kyle Bradley
 Senf, Melinda S
 Smith, Roger Michael
 Sutton Cressor, Khorletta Leonora
 Walker, Desmonee Jameshia
 Wilbert, Shelby Nicole

The Writing, Reading, and Math Coaches hold new teacher meetings before school to train teachers on school specific items and needs. During this time, new teachers are encouraged to ask questions and request assistance. Academic Coaches are expected to model, plan, and intervene when necessary. The new teachers were strategically housed within their specific grade levels to increase grade level and subject area collaboration. This includes instructional strategies as well as interventions that are successful for individual learners. Our teachers also have access to intervention specialists who work with students who are struggling. This also creates an atmosphere for professional collaboration. Our administrative team utilizes the first quarter of the school year to praise positive teacher practices as well as provide constructive feedback regarding areas that need developing.

Teachers who are in their second year of teachers have been paired with teacher mentors. The teacher mentors have signed up for Clinical Education training but have also demonstrated school leadership qualities throughout the years. Ms. Trish Robertson is one of our teacher mentors. She is also our Teacher of the Year and STEM coordinator. Last year she was our Problem Solving Team Coordinator (PST). She currently mentors three of our second year teachers. With her abilities as the PST Coordinator she has a vast repertoire of experiences that will lend itself in helping new teachers problem solve with student concerns. She is continuously building her teacher to teacher collaboration experiences that this mentor-ship complements. Our second teacher mentor is our AVID site coordinator. As an evolving schoolwide AVID school, our second mentor teacher, Ms. Janis Sokolowski, mentors three of our second year teachers. The classroom teachers she mentors are able to discuss ways to implement more WICOR incorporation into their lesson design which supports our SIP initiatives.

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

Volusia County Schools core curriculum is paced and sequenced through district curriculum maps. In addition our classroom teachers are provided with textbooks and quarterly district assessments that correlate to Florida standards. Teachers are held accountable for giving students assessments which keep students at all schools across the district exposed to common test complexity levels. At Deltona Middle School, we are fortunate that our coaches receive an extensive amount of training on the use of the curriculum map, resources, and instructional strategies to implement all three. The coaches are also situated near one another on campus so that they can collaborate inter-departmentally.

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

Students are monitored in a multiple ways with previous and present data. Prior year FCAT data was used to determine current class placement and after school tutoring (STAR) /in class intervention- Title I remedial servicing. In addition- classroom teachers provide additional remediation and intervention during the day during the use of Charger time which is on a rotating daily schedule. Students are afforded the opportunity to receive additional instruction based on individual needs. Our Title I funding has afforded 2 reading intervention teachers and 1 math intervention teacher to focus solely on lower quartile students within the school day. Our AVID students receive tutoring from college students twice a week.

During science charger time- students are placed on the odyssey program which allows students to access curriculum and is self paced.

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: 1,800

School-wide tutoring is structured to include intensive intervention for struggling students and increases in rigor by allowing extended enrichment opportunities for quick learners. Our intensive intervention students are monitored on a regular basis throughout professional learning community meetings within departments, literacy team meetings, the problem solving team process, and guidance meetings.

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

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

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

Strategy Rationale

The students are monitored on an individual basis and are evaluated comprehensively to determine placement, disabilities/strengths, and accommodations required to meet students needs. Students are tiered in classes more appropriate for their learning style and also aligned with additional instructional time after school. Our tutoring program is offered by certified teachers who tutor students in pairs. Students are given instruction via a self paced computer module that re-emphasizes skills and concepts until proficiency.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Inge, Rick, rringe@volusia.k12.fl.us

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

STAR data is collected through diagnostic testing using I-Ready software. The student then receives 30 hours of tutoring while his or her success is tracked through the I-Ready software.

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

Student schedules are built based upon academic needs and the supported by those needs. Adults and programs are curtailed to satisfy those needs. Therefore, students with similar needs are grouped together (toggled) and sections are determined based on the numbers needed. Depending on the type of program it is- that cohort group can move together throughout the day so that they

have the same teachers we provides greater commonality and structure for the structure for the students. With our ESOL students, those students move as a group and have the support of a paraprofessional in their core subjects who ensures accommodations are being made and their class sizes are smaller. Our ESE students have annual meetings as they transition grade levels to consider placement decisions.

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

Middle school students are exposed to college and career awareness through planning sessions provided by our guidance counselors, district fairs, partnering schools, and local community speakers. The school offers students elective courses in agriculture, art, business, technology, PE, band, orchestra, peer counseling, and AVID. Parents and students are informed about each of these elective course offerings and select which they'd like to consider for the upcoming school year.

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

Our career and Technical education programs include Introduction to Technology in which our eighth grade students can receive a high school credit for. Our technology courses have been upgraded by PITSCO STEM labs over the summer and have all new self paced software modules for students to utilize. In addition, students are exposed to our Agriculture program. We invite the high school academy leaders to come and share with our eighth grade students.

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

Our Career and Technical education collaborate with core education teachers when possible. Our technology classes are helpful with teaching students how to search and utilize resources in an effort to support and document references. In addition, our career and technical education courses are able to integrate reading and writing strategies when applicable. All of these areas integrated tends to make learning more relevant and applicable to real world scenarios for our students.

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

Strategies have been implemented to prepare our students for postsecondary level including:

AVID

Career Academies

Technical Education Courses

College Expo

Parent Informational Nights

College Visits

High School Showcase

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.** When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase.

- G2.** By adding a Parent Liaison position to DMS, we will be able to better serve the parents of our students and increase parental involvement and awareness.

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. When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase. 1a

G040824

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Proficiency	79.0
FSA - Mathematics - Proficiency Rate	70.0
Math Lowest 25% Gains	70.0
Algebra I EOC Pass Rate	100.0
FSA - English Language Arts - Proficiency Rate	51.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
FAA Reading Proficiency	79.0
FCAT 2.0 Science Proficiency	60.0
Math Gains	65.0

Resources Available to Support the Goal 2

- Academic Coaches
- Professional Development
- Positive Rewards/Recognitions
- Interactive Notebooks
- PAR Teacher/Mentor Teachers
- Curriculum Maps
- Professional Learning Communities/Collaboration Days
- Teacher Shadowing
- Safari Montage
- Office 365
- School-supplied student binders
- 3 intervention teachers (1 reading, 2 math)
- Common Planning
- Charger time

Targeted Barriers to Achieving the Goal 3

- School Wide Implementation

Plan to Monitor Progress Toward G1. 8

Classroom, District, and State Assessments

Person Responsible

Rick Inge

Schedule

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

Evidence of Completion

Analysis of student scores using Eduphoria, FAIR, Data Room Chats and Charts, Pinnacle, and FSA scores.

G2. By adding a Parent Liaison position to DMS, we will be able to better serve the parents of our students and increase parental involvement and awareness. 1a

G049725

Targets Supported 1b

Indicator	Annual Target
Attendance rate	50.0

Resources Available to Support the Goal 2

- Volunteers
- Business Partners
- District Training and Support
- Title I Funding

Targeted Barriers to Achieving the Goal 3

- Awareness of School Programs and Events

Plan to Monitor Progress Toward G2. 8

Sign-in sheets will show an increased percentage of parent involvement.

Person Responsible

Alicia Douglas

Schedule

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

Evidence of Completion

Sign-in sheets from each of the school-wide events.

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. When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase. **1**

 G040824

G1.B1 School Wide Implementation **2**

 B098891

G1.B1.S1 Professional Development **4**

 S110239

Strategy Rationale

Each will use common AVID school wide language across departments. This requires professional development so that proper instructional team department and grade planning can occur which transfers to the student body.

Action Step 1 **5**

WICOR strategies will be demonstrated (Privilege Walk, Investigative Reading, Socratic Seminar, Inner-Outer Circle, Quick Draw/Quick Write, Four Corners, Carousel, 30 second expert, Think-Pair-Share, etc) at faculty meetings/extended PD's.

Person Responsible

Rick Inge

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administration and Coaches observe in classrooms to see implementation of strategies

Action Step 2 5

WICOR strategies will be demonstrated (Interactive Notebooks, Cornell Notes, Fishbowl, 10-2-2 Notetaking, Treasure Hunt, Whip Around, Bounce, Costa's Levels of Questioning, Close Reading, etc.) at department meeting, individual coaching sessions, and Collaboration Days.

Person Responsible

Rick Inge

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Administration and Coaches observe in classrooms to see implementation of strategies

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

Observe teachers implementing WICOR in their classrooms

Person Responsible

Rick Inge

Schedule

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

Evidence of Completion

Academic coaches and administration will monitor implementation of WICOR strategies teachers have learned through Profession Development given. Coaches will give follow-up individual coaching, as needed.

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

Classroom, District, and State Assessments

Person Responsible

Rick Inge


Schedule

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

Evidence of Completion

Analysis of student scores using Eduphoria, FAIR, Data Room Charts, Pinnacle, and FSA scores.

G1.B1.S2 Data Analysis 4

 S136430

Strategy Rationale

We will analyze data to remediate or accelerate students based on performance. Also, to make instructional recommendations for teachers.

Action Step 1 5

DMS will employ two intervention teachers in math and two in reading for students in our lowest quartile.

Person Responsible

Rick Inge

Schedule

On 6/5/2015

Evidence of Completion

Continuous tracking of the students receiving intervention.

Action Step 2 5

Teachers will receive Eduphoria training.

Person Responsible

Brenda Barkley

Schedule

On 11/7/2014

Evidence of Completion

Ordered own answer sheets and accessed collected data to enter into Pinnacle

Action Step 3 5

Teachers will receive Differentiated Instruction training.

Person Responsible

Rick Inge

Schedule

On 9/15/2014

Evidence of Completion

Teachers lesson plans are checked for documented groupings of students based on analysis of the most current assessments.

Action Step 4 5

Teachers will receive Accommodations training.

Person Responsible

Susan Reaves

Schedule

On 9/16/2014

Evidence of Completion

Teachers lesson plans are checked monthly for noted accommodations (ESE/ESOL) by administration.

Action Step 5 5

Teachers will receive co-teacher training.

Person Responsible

Susan Reaves

Schedule

On 9/18/2014

Evidence of Completion

Co-teachers emailed a description of a class period of teaching

Action Step 6 5

Teachers will receive PST training.

Person Responsible

Rick Inge

Schedule

On 9/30/2014

Evidence of Completion

Teachers had to identify a student in need of PST and initiate the process for that student.

Action Step 7 5

Teachers will receive Data Notebook training.

Person Responsible

Rick Inge

Schedule

Monthly, from 10/14/2014 to 6/5/2015

Evidence of Completion

Continually updated notebooks as student data arises

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

Lesson plans will reflect differentiated instruction based on current data.

Person Responsible

Rick Inge

Schedule

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

Evidence of Completion

Student data will be tracked using Eduphoria and Pinnacle. Intervention teachers will adjust groupings based on highest need within the lowers quartile.

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

Current Spreadsheets by teacher (co-teachers inclusive) in Data Room.

Person Responsible

Rick Inge

Schedule

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

Evidence of Completion

Tracking of students based on school, district, and state data should align with students ability.


G2. By adding a Parent Liaison position to DMS, we will be able to better serve the parents of our students and increase parental involvement and awareness. 1

 G049725

G2.B4 Awareness of School Programs and Events 2

 B125592

G2.B4.S1 Parent Liasion 4

 S137461

Strategy Rationale

Bi-lingual, full-time contact for parents, staff, volunteers, and business partners.

Action Step 1 5

Family Academic Nights will increase parent involvement and awareness of curriculum.

Person Responsible

Alicia Douglas

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets

Action Step 2 5

Media center extended hours will allow students and parents more access to the Media Center and computers.

Person Responsible

Alicia Douglas

Schedule

On 2/26/2015

Evidence of Completion

Sign-in sheets

Action Step 3 5

Increase volunteers and business partners on campus during the day and for night events.

Person Responsible

Alicia Douglas

Schedule

On 6/5/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The master calendar and school website will reflect all scheduled events.

Person Responsible

Alicia Douglas

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Scheduled events that actually take place will correlate with the master calendar and include agendas and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Creation, scheduling, and funding will be planned before any event.

Person Responsible

Alicia Douglas

Schedule

On 6/5/2015

Evidence of Completion

Scheduled events that actually take place will correlate with the master calendar and include agendas and sign-in sheets.

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	WICOR strategies will be demonstrated (Privilege Walk, Investigative Reading, Socratic Seminar, Inner-Outer Circle, Quick Draw/Quick Write, Four Corners, Carousel, 30 second expert, Think-Pair-Share, etc) at faculty meetings/ extended PD's.	Inge, Rick	8/12/2014	Administration and Coaches observe in classrooms to see implementation of strategies	6/5/2015 monthly
G2.B4.S1.A1	Family Academic Nights will increase parent involvement and awareness of curriculum.	Douglas, Alicia	10/31/2014	Sign-in sheets	6/5/2015 monthly
G1.B1.S2.A1	DMS will employ two intervention teachers in math and two in reading for students in our lowest quartile.	Inge, Rick	8/12/2014	Continuous tracking of the students receiving intervention.	6/5/2015 one-time
G1.B1.S2.A2	Teachers will receive Eduphoria training.	Barkley, Brenda	9/5/2014	Ordered own answer sheets and accessed collected data to enter into Pinnacle	11/7/2014 one-time
G2.B4.S1.A2	Media center extended hours will allow students and parents more access to the Media Center and computers.	Douglas, Alicia	11/3/2014	Sign-in sheets	2/26/2015 one-time
G1.B1.S1.A2	WICOR strategies will be demonstrated (Interactive Notebooks, Cornell Notes, Fishbowl, 10-2-2 Notetaking, Treasure Hunt, Whip Around, Bounce, Costa's Levels of Questioning, Close Reading, etc.) at department meeting, individual coaching sessions, and Collaboration Days.	Inge, Rick	8/12/2014	Administration and Coaches observe in classrooms to see implementation of strategies	6/5/2015 biweekly
G1.B1.S2.A3	TEachers will receive Differentiated Instruction training.	Inge, Rick	9/15/2014	Teachers lesson plans are checked for documented groupings of students based on analysis of the most current assessments.	9/15/2014 one-time
G2.B4.S1.A3	Increase volunteers and business partners on campus during the day and for night events.	Douglas, Alicia	8/18/2014	Sign-in sheets	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4	Teachers will receive Accommodations training.	Reaves, Susan	9/16/2014	Teachers lesson plans are checked monthly for noted accommodations (ESE/ESOL) by administration.	9/16/2014 one-time
G1.B1.S2.A5	Teachers will receive co-teacher training.	Reaves, Susan	9/18/2014	Co-teachers emailed a description of a class period of teaching	9/18/2014 one-time
G1.B1.S2.A6	Teachers will receive PST training.	Inge, Rick	9/30/2014	Teachers had to identify a student in need of PST and initiate the process for that student.	9/30/2014 one-time
G1.B1.S2.A7	Teachers will receive Data Notebook training.	Inge, Rick	10/14/2014	Continually updated notebooks as student data arises	6/5/2015 monthly
G1.MA1	Classroom, District, and State Assessments	Inge, Rick	9/5/2014	Analysis of student scores using Eduphoria, FAIR, Data Room Chats and Charts, Pinnacle, and FSA scores.	6/5/2015 monthly
G1.B1.S1.MA1	Classroom, District, and State Assessments	Inge, Rick	9/5/2014	Analysis of student scores using Eduphoria, FAIR, Data Room Charts, Pinnacle, and FSA scores.	6/5/2015 monthly
G1.B1.S1.MA1	Observe teachers implementing WICOR in their classrooms	Inge, Rick	9/5/2014	Academic coaches and administration will monitor implementation of WICOR strategies teachers have learned through Profession Development given. Coaches will give follow-up individual coaching, as needed.	6/5/2015 monthly
G1.B1.S2.MA1	Current Spreadsheets by teacher (co-teachers inclusive) in Data Room.	Inge, Rick	9/5/2014	Tracking of students based on school, district, and state data should align with students ability.	6/5/2015 monthly
G1.B1.S2.MA1	Lesson plans will reflect differentiated instruction based on current data.	Inge, Rick	9/5/2014	Student data will be tracked using Eduphoria and Pinnacle. Intervention teachers will adjust groupings based on highest need within the lowers quartile.	6/5/2015 monthly
G2.MA1	Sign-in sheets will show an increased percentage of parent involvement.	Douglas, Alicia	9/2/2014	Sign-in sheets from each of the school-wide events.	6/5/2015 monthly
G2.B4.S1.MA1	Creation, scheduling, and funding will be planned before any event.	Douglas, Alicia	8/18/2014	Scheduled events that actually take place will correlate with the master calendar and include agendas and sign-in sheets.	6/5/2015 one-time
G2.B4.S1.MA1	The master calendar and school website will reflect all scheduled events.	Douglas, Alicia	10/31/2014	Scheduled events that actually take place will correlate with the master calendar and include agendas and sign-in sheets.	6/5/2015 monthly

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. When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase.

G1.B1 School Wide Implementation

G1.B1.S1 Professional Development

PD Opportunity 1

WICOR strategies will be demonstrated (Privilege Walk, Investigative Reading, Socratic Seminar, Inner-Outer Circle, Quick Draw/Quick Write, Four Corners, Carousel, 30 second expert, Think-Pair-Share, etc) at faculty meetings/extended PD's.

Facilitator

Ashby, Barkley, Breslin, Douglas, Griffin, Inge, McLane, Pearce, Potter-Whiting, Reaves, Rheinheimer, Sokolowski

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

PD Opportunity 2

WICOR strategies will be demonstrated (Interactive Notebooks, Cornell Notes, Fishbowl, 10-2-2 Notetaking, Treasure Hunt, Whip Around, Bounce, Costa's Levels of Questioning, Close Reading, etc.) at department meeting, individual coaching sessions, and Collaboration Days.

Facilitator

Ashby, Barkley, Breslin, McLane, Potter-Whiting, Rheinheimer

Participants

All teachers

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

G1.B1.S2 Data Analysis

PD Opportunity 1

Teachers will receive Eduphoria training.

Facilitator

Barkley

Participants

All core subject area teachers

Schedule

On 11/7/2014

PD Opportunity 2

TEachers will receive Differentiated Instruction training.

Facilitator

Inge

Participants

All teachers

Schedule

On 9/15/2014

PD Opportunity 3

Teachers will receive Accommodations training.

Facilitator

Reaves

Participants

All teachers

Schedule

On 9/16/2014

PD Opportunity 4

Teachers will receive co-teacher training.

Facilitator

Reaves

Participants

All general ed and ese partners in math, science, and social studies

Schedule

On 9/18/2014

PD Opportunity 5

Teachers will receive PST training.

Facilitator

Inge

Participants

All teachers

Schedule

On 9/30/2014

PD Opportunity 6

Teachers will receive Data Notebook training.

Facilitator

Administration

Participants

All teachers

Schedule

Monthly, from 10/14/2014 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: When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase.	316,766
Goal 2: By adding a Parent Liaison position to DMS, we will be able to better serve the parents of our students and increase parental involvement and awareness.	15,356
Grand Total	332,122

Goal 1: When we incorporate WICOR (writing, inquiry, collaboration, organization and reading) strategies in all subject areas, in all grade levels, teacher effectiveness and student achievement will increase.

Description	Source	Total
B1.S1.A2 - Subject area collaboration days (Sept-Dec)	SIG 1003(a)	10,300
B1.S1.A2 - Subject area collaboration days (Jan-June)	Title I Part A	7,100
B1.S1.A2 - Science-Page Keeley Books	Title I Part A	553
B1.S1.A2 - Reading-Learning in the Fast Lane	Title I Part A	299
B1.S1.A2 - Reading Book Study (10 teachers x 28.21) after school discussions	SIG 1003(a)	846
B1.S1.A2 - Language Arts-Image Writing Using Grammatical Structures to Teach Writing	Title I Part A	376
B1.S1.A2 - Interactive Notebooks: spiral notebooks, folders, binders, glue, colored pencils, and other supplies	Title I Part A	7,465
B1.S1.A2 - Academic Coaches Salaries	Title I Part A	192,087
B1.S2.A1 - (3) Intervention Teachers Salaries.	Title I Part A	97,740
Total Goal 1		316,766

Goal 2: By adding a Parent Liaison position to DMS, we will be able to better serve the parents of our students and increase parental involvement and awareness.

Description	Source	Total
B4.S1.A2 - Extended Media Nights-Mondays and Thursdays	Title I Part A	2,000
B4.S1.A3 - Parent Liason Salary	Title I Part A	13,356
Total Goal 2		15,356