

# Denn John Middle School



2014-15 School Improvement Plan

## Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

87%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

90%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>42</b>
Professional Development Opportunities	43
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Mission: Preparing all students for College and Career Readiness through the power of STEM.

##### Provide the school's vision statement

Vision: To be a high-performing middle school – to be an “A.”

#### School Environment

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

Denn John puts a strong focus on building relationships between the teachers & students every day.

- Due to the high level of ESOL students, our staff offers a variety of professional development that teaches strategies for assisting students as they learn the English language, but that also addresses cultural needs students may have.
- Denn John uses the Positive Behavior Support program, which has all of our staff recognizing students for positive choices they make at any point during the day. The teachers focus on praising students for the gains and additions they made to class during the day, building the teacher/student relationship through conversations focused on successes.
- The teachers at Denn John also conduct and participate in Class-building structures in their classes with students to build classroom safety between teacher-to-student and student-to-student.

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

Denn John strives to create an atmosphere where students always feel safe, valued and respected.

- The leadership team and staff maintain supervision posts that are visible during all times when students are not assigned to a classroom (breakfast before school, during transitions, lunch, and after school).
- Denn John's use of Kagan Cooperative Learning structures in classrooms greatly increase security and respect in the classroom as students actively use positive social skills (listening and responding to classmates ideas, taking equal turns, thanking and praising teammates, etc.)
- The counselors and deans at Denn John also provide a safe place for students to voice concerns and have systems in place for anyone on campus to report bullying or other concerns. The guidance staff has trained student mediators available to help students talk to their peers about social problems in a safe environment to find solutions that work for all parties.
- Using the PBS system, students are rewarded for showing respect to anyone on campus at any point during the day.

##### 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

Denn John Middle School has adopted the PBS (Positive Behavior Support) program to increase positive student choices and teach the school expectations.  
The expectations for students are summarized in our motto: FIRE (Focus, Integrity, Respect &



Engaged in Learning).

Anytime a student demonstrates any part of our FIRE expectation, any staff member on campus can give the student a Dragon Dollar- our PBS Currency.

- Dragon Dollars have a special value as they are the only way to attend specific events or purchase special rewards on campus.
  - Monthly events are hosted by the PBS team for students to attend by 'purchasing' a ticket with their Dragon Dollars
  - In classrooms, teachers also offer their own 'store' of supplies or rewards any student can purchase using the Dragon Dollars. (notebook paper, pens, a special seat for the day, etc.)
- During the first week of school, all staff follow a set curriculum teaching the students the school-wide expectation of FIRE in regards to all areas of campus life (Bathroom or Cafeteria expectations, Hallway behavior, etc.)

### **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**

The guidance counselors at Denn John strive to provide for the various needs our middle school students may have.

- Peer Mediation: Counselors have trained student mediators to help other students in conflict, come up with a solution(s) to the problem they having with another student. The students get the opportunity to say what their issue is how it is making them feel. Additionally, they sign a contract with the solution so be kept in the mediation room for reference.
- Small group social skills, anger management, and character ed. groups are held.
- Counselors are available throughout the day for individual meetings as students require.
- FIT student needs are anticipated and planned for so our school can support these students' unique needs.
- Participating on the MTSS Behavior sub-committee, our counselors assist in monitoring and establishing the mentoring program based on EWS and discipline data.
- The social-emotional needs of our students are met in many ways. Our main way through guidance is Peer Mediation.
- Additionally, we have a mentoring program through MTSS behavior. Identified students are paired with an adult mentor. They meet for a minimum of 20 minutes a week to review goals, grades, and provide support as needed.
- Groups are also held through guidance and through an outside agency, The Children's Home Society. Groups typically meet once a week in guidance for approximately 2 months.

### **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**

At Denn John MS, we followed the districts list for the early warning systems to help us identify students who were under the criteria set for in the list below:

- \* Attendance below 90 percent, = 70 students
- \* One or more suspensions, whether in school or out of school= 282 students
- \* Course failure in English Language Arts or mathematics= 9 students
- \* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics= 390 students

The number of students identified by the system as exhibiting two or more early warning indicators: = 34 students

The number of students scoring below grade level is of great concern for us. Our focus this year will be to strengthen the instruction and interventions available through Tier 1. The MTSS team will work

with grade level and academic PLC's to continually monitor interventions and form new interventions as needed. Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator.

In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

**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	11	29	30	70
One or more suspensions	84	113	85	282
Course failure in ELA or Math	2	2	5	9
Level 1 on statewide assessment	110	111	169	390

***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	4	20	10	34

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

- Students who exhibit more than 2 indicators are provided a teacher mentor.
- Students will be invited to before and after school tutoring.
- The Positive Behavior Support program will be in full effect. New teachers will be trained and veteran teachers will be retrained on the process.
- The attendance tracking system was updated and the use of FOCUS reporting and letters home will be utilized to improve attendance.
- Tutoring will be offered during the school day in Math and Language Arts to increase Florida State Assessment scores.
- Students who are suspended must meet with the guidance counselor and/or Assistant Principal upon returning from any out of school suspensions.
- Teachers are implementing reading and writing strategies across the curriculum. Reading: Students with a Level 1 score in the FCAT Reading are receiving Tier 2 intervention in a double block Intensive Language Arts class. Students with a Level 2 score in the FCAT Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.
- Math: The team will gather data from different sources, namely FCAT scores (Lowest Quartile), Diagnostic and Screening Assessment (STAR), grades in common assessments, and information from the early warning systems to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 4 times a week, during DEAR time.
- ESOL and ESE students will also be provided with more intervention support during DEAR time
- Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

## 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/186740>.

#### **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**

At Denn John, we will hold monthly School Advisory Committee (SAC) meetings the first Tuesday of every month with the exception of September. The meeting in September will be held September 16, 2014. SAC has the responsibility for developing, implementing, and evaluating the various levels plans, including SIP and PIP. The school will appoint a School and parent liaison to make connections with the community keeping them inform of school activities and ways to assist teachers in their children learning.

- Denn John will hold various Parent Nights throughout the year to focus on academic support in class subjects.
- Denn John will hold a Title I Parent Information Night on October 8, 2014.
- The school will hold an Open House prior to the start of the school year to encourage parent involvement in the school.

As a Title I School, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every middle school student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

## 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
DeJesus, Jose	Principal
Collin, Amy	Assistant Principal
Hoyle, Hank	Assistant Principal
Bonet, Alexa	Instructional Coach
Underhill, Michelle	Instructional Coach
Maiden, Theresa	Teacher, K-12
Singh-Tracy, Kavitha	Dean
Morales, Roberto	Dean
Wright, Jennifer	Guidance Counselor

## Duties

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

The Leadership Team meets weekly to develop, discuss and analyze data for Tier 1,2, or 3 students and to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible. Administrators will collect instructional practice data through classroom walk-through and Observations. They will provide guidance and feedback on a continuous basis and will also review lesson plans and provide feedback on the levels of engagement and rigor planned. The Academic Leadership Team (Academic Coaches, Department Heads, Grade Level Chairs, Guidance Counselor, Deans, Compliance Specialists and Administrators) meets Bi-weekly to discuss concerns and on-going initiatives at the school.

Roles and responsibilities:

Principal and Assistant Principal

- Provide a common vision and language for the continued use of data-based decision making
- Provide needed resources and materials to ensure optimum levels of program success
- \* Provide or coordinate valuable and continuous professional development
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom walk-thoroughs to monitor fidelity of interventions in use
- Communicate consistent and clear message to parents and staff regarding MTSS plans and procedures at the site

Classroom Teacher

- Keep ongoing progress monitoring notes in MTSS folder (STAR/FAIR/Formative Assessments, Curriculum Assessments, SAT 10, FCAT scores, work samples)
- Attend weekly MTSS/PLC team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity
- Participate in continual professional development opportunities focused on the core curriculum, interventions, data collection and analysis, and the MTSS process

MTSS Coach and Guidance Counselor

- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites

- Complete necessary MTSS forms
  - Conduct social-developmental history interviews when requested
  - Participate in decisions regarding student placement in MTSS programs and levels of intervention
- Instructional Coaches:
- Attend each MTSS meeting to provide feedback from the classroom teachers and Intervention teachers.
  - The coaches also provide training and support to the instructional staff as Tier 1 & Tier 2 strategies are implemented.
  - The coaches bring progress monitoring data to the meetings as Intervention schedules are created and modified throughout the year.
  - Collect school-wide data for team to use in determining at-risk students
  - Participate in decisions regarding student placement in MTSS programs and levels of intervention
- ESOL Compliance Specialist
- Participate in decisions regarding student placement in MTSS programs and levels of intervention
  - Provide resources for ELL students in MTSS

Deans:

- At least one of the deans attends each of the MTSS meetings to provide referral and minor infraction data to identify if we are meeting behavioral goals.

Learning Resource Specialist/Grade Recovery:

- The LRS in charge of grade recovery attends our meetings to facilitate discussion and assist in creating action plans for students identified by Early Warning System indicators (high absenteeism & failing grades).

***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 school's problem solving team meets weekly to discuss current school wide-Tier 1 needs and small group needs for Tier 2 & Tier 3 students. The school-wide data for the previous year suggested additional attention needed to be given to our Tier 1 academic systems & Tier 2 behavioral interventions, this is reflected in our Action Plan.

Our team participated in a problem solving process similar to the one for the School Improvement Plan, identifying our target & goals, followed by strategies and barriers to our targets. Through this discussion strategies were identified to overcome the barriers identified as most impactful on our student success rates.

Our instructional coaches are responsible to meet with their Math and ELA teachers and facilitate discussions about creating intervention groups to meet the needs of the lowest quartile students. The teachers use data from FCAT, STAR, and previous FAIR exams to identify student needs and guide their intervention curriculum.

The PBS Coach brings school-wide data regarding referrals and student participation in our school-wide incentive program (Dragon Dollars) to PBS meetings. Based on trends and students identified as not reaching our behavioral target, the PBS team will recommend students to the Tier 2 Behavioral MTSS committee.

Students have several opportunities to obtain tutoring throughout the school year. Our After-school SPIRIT program is offered Monday, Tuesday, Thursday and Friday from 2:50 PM-5:30 PM, and on Wednesdays from 2:50 to 5:00 pm. An Academic Saturday School will be offered twice a month.

- During the school year, any student who is failing a course is recommended for Academic Saturday School in order to complete assignments and assessments. A grade recovery program is implemented throughout the year and in the summer to assist students who fail a class during the school year.
- Reading and Math Coaches develop and lead programs based on Florida Standards.

- Deans and the guidance counselor coordinate bullying conferences for students who are exhibiting bullying behaviors.
- The School Resource Officer will facilitate three informational sessions on Bullying, Teen Dating and Sexting

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

#### Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

#### Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals. Our FIT (Families in transition) is coordinator by Mrs. Jennifer Wright, guidance counselor. This program provides food from our pantry, clothing and school supplies as needed.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Jose M. DeJesus	Principal
Teresa Stevens	Teacher
Adrian Lugo	Teacher
Paula Szuch	Parent
Jeanne Britton	Parent
Cristella Montero	Business/Community
Allyssa Williams	Student
Robert Asencio	Parent
Taeja Asencio	Parent
Damian Williams	Student
Nilda Torres	Parent
Roberto Morales	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*

The SAC reviewed the School Improvement Plan at the end of the 2013-2014 school year and provided input and feedback in reference to the upcoming year's plan. Additionally, the SAC reviewed and gave input on the 2014-2015 School Improvement Plan as well as the Parental Involvement Plan. The SAC also participated in the development of a community/parent/teacher/student compact that ensures academic excellence was a cultural axiom found in all aspects of a student's life.

*Development of this school improvement plan*

The SAC met to review the data from the 2013-2014 FCAT 2.0 and the School Improvement Plan from that year. Then, the committee suggested new strategies that would impact the data. School personnel talked in detail of programs that worked well and of others that may not have been as effective. They shared their recommendations for the new school year. The SAC will meet to approve the final draft of the school Improvement Plan in October, 2014. SAC will also conduct a mid-year review of progress towards the goals set.

*Preparation of the school's annual budget and plan*

The administration at Denn John will request funds from the SAC Committee to use to purchase educational materials which would span all levels at the school which would include textbooks and other reading materials that are necessary to satisfy Denn John's School Improvement Goals. They will meet in October to go over the Title I budget and school's plan for improvement and make recommendations to the both areas.

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

SAC supported improvements last year by providing funds in the amount of \$2418.50 to purchase "Math Boot Camp." This program is designed to help students struggling with math by providing interventions through benchmark driven instruction.

SAC also provided funds in the amount of \$2590.00 to purchase "Brain POP." This program delivers

classroom content in all subject areas from grades K-5. It helped assist our NES and Spanish speaking students in every subject area.

**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
Hoyle, Hank	Assistant Principal
Collin, Amy	Assistant Principal
Underhill, Michelle	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders. The LLT also promotes literacy by giving awards for Achieve 3000. In addition, we participate in the Battle of the Books and promote the Sunshine States books. We will have Family Literacy Night, Book Clubs, participation in Read Across America Day, the Golden Ticket Reading Challenge and Scholastic Summer Reading Challenge. Students will participate in reading during a 30 minute DEAR time and are also encouraged to read during free time. The LLT provides Dragon Dollars for students caught reading during the day. Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year. The LLT will assist with the implementing of reading and writing across curriculum, by providing continuous professional development to the staff.

**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**

Cooperative learning structures are used during the faculty meeting so that teachers may take turns and positively interact during the activities.

PLC meetings are scheduled on a weekly basis. Math and Literacy coaches assist with these meetings as well. Every PLC member's ideas and input are taken into consideration while working on lesson plans, common assessments, etc.

Teachers attending the Math Solutions training attend in a vertical group, so that there is vertical alignment among the teachers when it comes to the implementation of the Math Talk within the different grades.

Several teachers attended a PLC training and/or the Vertical Team training during the summer.

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



An initial strategy to recruit and retain highly effective teachers is through our interview process, which is done through interview teams. The questions asked of applicants are founded in our school's mission, vision, and philosophy. This allows us to identify whether or not the candidate would be a good fit for our school. Upon hiring new teachers, the school employs a new teacher mentoring program, which supports not only first-year teachers, but all teachers new to our school. Another strategy we use is through our use of Professional Learning Communities (PLCs), in which teachers support one another through the use of common lesson planning. PLC Captains are assigned to each department and act as liaisons between teachers and administration, in order to effectively communicate needs on a frequent basis. The main person responsible is the principal, however, the entire leadership team works to recruit and retain the most effective teachers.

To retain highly qualified teachers, the Principal and Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture

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

The Mentoring Program has been named DJMS Family Members. All new teachers to DJMS are assigned a mentor, regardless of the number of years in teaching. Mentors are assigned before pre-planning based on content area and proximity, when possible. This allows the mentors to provide useful information on lesson plans, classroom management, and the DJMS culture. The Moodle DJMS Family website also provides online help any time, day or night. Several activities are planned: Getting Acquainted, First Class Inservice, Pinnacle Inservice, Marzano Inservice, Daily/Weekly visits by Mentors and the PNE, Technology Issues, and Observations. Participation in the PLCs is monitored. Mentor training is given during pre-planning with updates as needed.

## **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***

Denn John Middle School will ensure its core instructional programs and materials are aligned to Florida standards by following the School District of Osceola County Curriculum Maps found on CPALMS. To ensure classroom instruction meets the rigor of the Florida standards the following strategies will be used to monitor academic instruction: classroom walkthroughs, data chats and PLC weekly meetings. The academic coaches and administrative team will be responsible for ensuring core instructional programs and materials.

The Language Arts and Reading classes use the district-adopted textbooks that are aligned to the Florida standards. They also follow curriculum maps that are aligned to the Florida standards that are provided from the district.

The school will use Go Math and Science Fusion curriculum to implement standards based instruction. Through weekly Professional Learning Community meetings, teachers and coaches will effectively plan, and collaborate to create learning goals, scales and rubrics, and common assessments based on the standards. These practices will increase the rigor in our instruction.

#### **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***

STAR provides data to allow us to differentiate and provide intervention to students during DEAR, tutoring, or during the class period. Teachers are able to differentiate by using the Instructional Planning report for a class or a student. The Instructional Planning report for a student provides a list of recommended skills for individualized instruction based on most recent assessment. The Instructional Planning report for a class provides a list of recommended skills for class or group instruction based on most recent assessment.

The MTSS committee analyzes the data and based on the student's growth goal, determines if the student remains or is removed from Intervention.

Based on last year's FCAT scores, students were placed in an Intensive Math or Intensive Reading class.

Teachers provide tutoring during lunch or certain days afterschool to provide students with extra assistance with the concepts being taught in class.

ELO tutoring will target the lowest quartile. Teachers will use the STAR's Instructional Planning report to create goals and address the student's needs and close the achievement gap. The concepts being covered are not necessarily what is being taught in their current class, instead it's the concepts that are hindering the students from being able to be successful in their classes. We want to close the gaps!

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

**Strategy:** After School Program

**Minutes added to school year:** 23,760

The school has many extended learning opportunities for the students. The after school programs that we offer are math and reading remediation/enrichment through the SPIRT Program. During the school day we have implemented a grade recovery program. In this program students that are failing a class are pulled out of electives and/or go to a grade recovery room for lunch to work on missing work. The Algebra 1 honor teachers tutor during their lunch time. We also have a DEAR/MTSS intervention where the lowest 25% performing students are pulled to get an extra 30 minutes of remediation.

### ***Strategy Rationale***

This program is a free after school program that allows students to participate in project based learning activities that encourage and support academics and personal enrichment activities and allows students to extend their background knowledge increasing their academic chances for success. These activities are aligned with the Florida State Standards.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Clark-Derico, Marcia, [clarkm@osceola.k12.fl.us](mailto:clarkm@osceola.k12.fl.us)

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

The data is collected from FCAT reports, STAR report, teacher input, and formative and summative assessments throughout the program.

**Strategy: Summer Program**

**Minutes added to school year: 1,440**

Teachers in Math, Science, Language Arts, and Social Studies will provide credit recovery opportunities for students who failed a core subject during the school year.

**Strategy Rationale**

Students who complete the academic requirements of the Summer Program will not be retained, allowing them to continue with their cohort.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Collin, Amy, collina@osceola.k12.fl.u

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

Students grades will be monitored throughout the school year and the Summer Program

**Strategy: Weekend Program**

**Minutes added to school year: 2,520**

Students will be able to attend multiple Saturday sessions to work on remedial interventions strategies to help them better understand the content areas in Math and Reading, and help them prepare for EOY assessments. The sessions offered were as follows: FCAT Prep, Writers Achieving More, and Algebra 1 honors support.

**Strategy Rationale**

By giving students additional support in content areas, students will demonstrate growth and understanding in the classroom. Hands on experiences are critical for deepening knowledge.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hoyle, Hank, hoyleh@osceola.k12.fl.us

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

Pre and post tests will be utilized to determine student growth in the program. Monitoring of effectiveness through attendance, teacher input, informal observations, STAR testing results

**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***

Denn John participates in vertical articulation with the elementary and high school feeder patterns by allowing teachers to meet and discuss student needs. Administrators at all feeder schools meet to discuss programs and alignments.

Denn John offers a 6th grade Orientation Night in the Spring as well as open house in the Fall.

Denn John administration and Guidance Counselors visit all feeder schools to give an overview of curriculum options.

The high school guidance department also comes to Denn John to register the incoming 9th grade students.

Denn John also offers Algebra readiness classes during the summer for the incoming Algebra students, and

6th grade Math readiness classes during the summer for the incoming 6th graders.

### **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 promotes academic and career courses by encouraging students to select choice classes as part of their career growth. To promote academic and career planning DJMS has decorated the school hallways with college banners. We have the AVID students take field trip to different colleges. We also have college themed dress down days. During the dress down days the students are encouraged to wear college jerseys or shirts.

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

DJMS is an AVID school. The AVID program assists by giving students the skills needed to be successful in school and life. The students set goals and are guided by the AVID teacher in obtaining their goals. The students also visit area colleges. We also offer two career exploration classes. We have a health occupation class that explores the different jobs in the medical field. The other class we have is STEM class that engages students in activities that deal with computer robotics.

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

To Align with the standards-based curriculum, all students participate in a technology course every year. Teachers are encouraged to build cross-curricular units to enhance student learning, allowing Math and

Science teachers the opportunity to tie in technology standards into their core curriculum. This allows for deeper understanding of the material. Language Arts and Social Studies teachers are encouraged to pick unit topics related to CTE. Denn John also offers a STEM track where this year they will be offering Introduction to Technology, Robotics and Space & Flight aeronautical concepts.

***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***

At Denn John, rigorous curriculum is embedded in the daily routines. Students are challenged to think deeper and make connections to the real world. Denn John offers Algebra 1 Honors classes in 8th grad to students who display high school readiness. Algebra 1 Intervention offered during DEAR. Algebra Nation (from UCF) program incorporated within the Algebra classes. Algebra Saturday Camp to prepare students for the End of Course Exam.

AVID classes and tutorials AVID field trips to various colleges.

We invite Speakers/presenters from various background to come and speak to our students.  
The use of Cornell notes is a practice used throughout the school by all teachers.

## 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.** Standards-based instruction will occur with proficiency and enrichment in all classrooms.
- G2.** Students will be highly engaged in standards-based instruction.

## 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. Standards-based instruction will occur with proficiency and enrichment in all classrooms.** 1a

G042110

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	36.0
AMO Reading - All Students	63.0

**Resources Available to Support the Goal** 2

- Title funds; Personnel - admins, LRS, academic coaches, deans, bookkeeper; PLCs

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent high expectations for students to learn to the depth of the standard
- High teacher turnover

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

All students will be tested using the STAR assessment which will give teachers information on each student's instructional level, skills and strategies needed to increase or enhance instruction.

- District modules provided offer a baseline for planning focusing on skills needed to increase performance on FCAT 2.0.
- Professional development for teachers on Math Solutions.

**Person Responsible**

Jose DeJesus

**Schedule**

Quarterly, from 8/20/2014 to 5/20/2015

**Evidence of Completion**

Data binder with reports and graphs. Teacher individual data collection charts

**G2. Students will be highly engaged in standards-based instruction.** 1a

G042111

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Title funds; Personnel - admins, LRS, academic coaches, deans, bookkeeper; PLCs

**Targeted Barriers to Achieving the Goal** 3

- Denn John Middle School has not built a community of cooperative learners that positively interact.

**Plan to Monitor Progress Toward G2.** 8

Admin meetings with content areas departments to discuss concerns and issues.

**Person Responsible**

Hank Hoyle

**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

Notes from meeting



## 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.** Standards-based instruction will occur with proficiency and enrichment in all classrooms. **1**

 G042110

**G1.B1** Lack of consistent high expectations for students to learn to the depth of the standard **2**

 B102582

**G1.B1.S1** PLCs will collaborate to create common assessments focused on standards-based instruction. **4**

 S113708

### Strategy Rationale

Teachers must have time to work together to create and grade assessments and units.

### Action Step 1 **5**

PLCs will set meeting times, norms and elect leaders. PLCs will be given a list of leadership expectations for use in the selection of the PLC leader. VE and EBD teachers will create a large PLC group. Elective teachers will meet during pre-planning to determine their focus and subgroups

### Person Responsible

Hank Hoyle

### Schedule

Weekly, from 8/27/2014 to 5/27/2015

### Evidence of Completion

Minutes, PLC's , student engagement, peer observations, lesson plans

### Action Step 2 5

Elected PLC leaders will review and send out standards for upcoming units based on pacing guide, send out agendas prior to meetings, and submit minutes after meetings to the team and leadership. Agenda and minute template will be created by Aaron Moul.

#### **Person Responsible**

Amy Collin

#### **Schedule**

Weekly, from 8/20/2014 to 5/27/2015

#### **Evidence of Completion**

Agenda and minute template Agenda, minutes, and standards addressed posted on First Class folder

### Action Step 3 5

PLCs will collaboratively create lesson plans and common formative assessments (CFAs) for the week and summative assessments (SA) and proficiency scales (PS) for units.

#### **Person Responsible**

Hank Hoyle

#### **Schedule**

Weekly, from 8/27/2014 to 5/27/2015

#### **Evidence of Completion**

Lesson plan and assessments posted on First Class folder. Printed copies of LPs will be kept in LP binder

### Action Step 4 5

Teachers will reflect individually on their calendar (prior to PLC meeting) and justify with PLC their pacing with district curriculum guide or calendar.

#### **Person Responsible**

Michelle Underhill

#### **Schedule**

Weekly, from 8/27/2014 to 5/27/2015

#### **Evidence of Completion**

Minutes from meetings Calendar with reflections will be kept in teacher's LP binder

**Action Step 5** 5

PLCs will discuss data collected from previous week's CFAs

**Person Responsible**

Michelle Underhill

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Minutes from meeting include CFA data

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

#1 - Monitor PLC minutes and lesson plans; conduct classroom walkthroughs to see match of lesson plans and instruction

#2 - Monitor success of PLC task expectations based on data from minutes/agendas. Address support needed

**Person Responsible**

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

#1 - Walkthrough logs, lesson plans, PLC agendas/minutes brought to leadership meetings.

#2 - SIP meeting minutes and shared with faculty - regardless if revisions are made or not.

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

#1 - Compare teacher averages on common formative assessments by finding the range between teachers in a PLC. Be sure to compare common formative assessments for same course levels.

#2 - Analyzing level of proficiency demonstrated by students at the end of a unit (summative assessment)

#3 - Identify if lesson plans have been submitted for assigned PLC groups.

### Person Responsible

### Schedule

### Evidence of Completion

#1 - Good: Range is less than or equal to 10 percentage points. Questionable: Range is between 11-19 percentage points. Poor: Range is 20 percentage points or more. #2 - Good: Average is 80% or higher Questionable: Average is between 61-79% Poor: Average is 60% or below #3 - Good: 100% of PLC lesson plans are submitted Questionable: Between 81-99% of PLCs have submitted lesson plans Poor: 80% or less of PLCs have submitted lesson plans.

## G1.B2 High teacher turnover 2

 B102583

**G1.B2.S1** We are currently working to understand this barrier through the use of surveys, teacher data chats, and observations during PLCs and other times when colleagues work together. 4

 S113709

### Strategy Rationale

To gather evidence from staff as to why the high teacher turnover

## Action Step 1 5

To meet with teachers to get a more in-depth knowledge on what can the school do to retain highly qualified teachers.

### Person Responsible

Jose DeJesus

### Schedule

Annually, from 8/25/2014 to 5/29/2015

### Evidence of Completion

We will use surveys, and teacher interviews to gather data.

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

Through individual and group discussions, conversations will occur to come up with strategies to find ways to reduce the teacher turnover.

**Person Responsible**

Jose DeJesus

**Schedule**

Monthly, from 9/10/2014 to 5/6/2015

**Evidence of Completion**


End of year surveys and talks with staff

**G2. Students will be highly engaged in standards-based instruction.** 1


 G042111

**G2.B1** Denn John Middle School has not built a community of cooperative learners that positively interact.

2

 B102584

**G2.B1.S1** Cooperative learning, with fidelity, will be implemented. 4

 S113710

**Strategy Rationale**

To build a community of cooperative learners in order to increase student achievement.

**Action Step 1** 5

All teachers will be assigned a Kagan coach. The coach will provide support, modeling, feedback, and coaching.

**Person Responsible**

Amy Collin

**Schedule**

On 5/20/2015

**Evidence of Completion**

Coaching logs: Moul, Lugo, Collin

**Action Step 2** 5

All teachers will conduct a minimum of 1 class-builder and 2 team-builders each week with their chosen period(s), at a minimum.

**Person Responsible**

Amy Collin

**Schedule**

Weekly, from 9/22/2014 to 5/27/2015

***Evidence of Completion***

Lesson Plans

**Action Step 3** 5

All teachers will be trained in Kagan - Day 1 and Day 2

**Person Responsible**

Amy Collin

**Schedule**

Annually, from 9/22/2014 to 5/27/2015

***Evidence of Completion***

Training logs

**Action Step 4** 5

All teachers will have mixed-ability teams, desks labeled with numbers and partner letters for at least one period. Each quarter a period will be added.

**Person Responsible**

Amy Collin

**Schedule**

***Evidence of Completion***

Seating charts and desk labels

### Action Step 5 5

All teachers will use a minimum of one of the Fab 5 structures each day with his/her selected period(s). As the year continues, teachers will add additional structures to their structure options. Structures can be added from Structure of the Month club or any Kagan Day 1 and Day 2 trainings.

#### **Person Responsible**

Amy Collin

#### **Schedule**

Quarterly, from 9/15/2014 to 5/27/2015

#### ***Evidence of Completion***

Classroom walkthroughs, lesson plans, coaching logs

### Action Step 6 5

Structure of the Month Club will be implemented:

- Videos of students and staff using featured structure
- Structure will be experienced, steps marked, and PIES analyzed in faculty meetings
- Email will follow meeting with functions, lesson plan ideas, and tips for anticipated challenges

#### **Person Responsible**

Amy Collin

#### **Schedule**

Monthly, from 9/22/2014 to 5/27/2015

#### ***Evidence of Completion***

Videos, email resource, minutes from faculty meeting

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

#1 - Collect training logs, collect seating charts/teams, collect coaching logs

#2 - Lesson plans monitored for structures being planned for.

**Person Responsible**

**Schedule**

***Evidence of Completion***

#1 - Chart of teachers with check off for training and coaching dates/times. Good = 100% of teachers trained, Poor = 89% or less of teachers trained; Good = 100% of classes' seating charts/teams mixed ability, Poor = 89% or less have mixed ability groups; Good = 100% of teachers receive coaching during the month, Poor = 89% or less of the teachers are coached.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

#1 - Conduct PIES analysis of all classrooms

#2 - Coaching Form - readiness measure - "Needs more support" or "Ready to move to next structure"

**Person Responsible**


**Schedule**

***Evidence of Completion***

#1 - All "yes" for PIES Questions: - September 1st: \_\_\_% baseline - November 1st: \_\_\_% beginning of second quarter - February 1st: \_\_\_% beginning of third quarter - April 1st: \_\_\_% beginning of 4th quarter - May 30th \_\_\_% at end of year #2 - Good: At least 80% of teachers show readiness to receive coaching on a new structure. Questionable: 61-79% of teachers show readiness to receive coaching on a new structure. Poor: 60% or less of teachers show readiness to receive coaching on a new structure.



**G2.B1.S2** Positive Behavior Supports (PBS) will be used with fidelity, and with an emphasis on social skills. **4**

 S113711

### **Strategy Rationale**

By promoting positive behavior, students will be more inclined to be active participants and become highly engaged in the classes.

### **Action Step 1** **5**

Establish PBS team and layout framework for the program.  
Sign-in sheet at PBS break-out session  
Meeting facilitated by the PBS Coach

#### **Person Responsible**

Hank Hoyle

#### **Schedule**

#### ***Evidence of Completion***

SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list

### **Action Step 2** **5**

Establish PBS team creates actions steps.  
Meeting facilitated by PBS Coach

#### **Person Responsible**

Kavitha Singh-Tracy

#### **Schedule**

#### ***Evidence of Completion***

SIP will contain documentation

**Action Step 3** 5

Social Skills Instruction will be supported by Kagan structure use. Kagan Coaches will implement social skills during monthly coaching.

**Person Responsible**

Amy Collin

**Schedule**

Monthly, from 9/15/2014 to 5/19/2015

***Evidence of Completion***

Coaching Calendar

**Action Step 4** 5

Minor Infraction System Training

Input on FOCUS - call parent on the day of the event and give student the paper the following day for EVERY minor.

- Description can be general - does not need specifics
- Reflective tool for teacher to determine patterns with specific students
- Focus on relationships between teacher and student
- Focus on consistency needed between teachers

**Person Responsible**

Roberto Morales

**Schedule**

***Evidence of Completion***

PowerPoint and Teacher Sign-in Log

### Action Step 5 5

Plan Ways to Spend Dragon Dollars (DD):

- School store available for DD usage
- All teachers will have ways to spend DD in classroom
- \*\*After a student uses all 9 of their bathroom passes for the quarter, he/she can purchase a single pass from the teacher for 5 DD.
- Quarterly Events for DD use: integrate STEAM: If during the school day, create a Wednesday schedule and rotate teachers involved in PBS activity and those staying with other students. STEAM type field trips (UCF, WonderWorks, Dali Museum, Sea World), Other activities: bowling, movies, OSCA performances, plays, dress-down days
- Monthly in-house activities: Breakfast with admin, drawing awards

#### **Person Responsible**

Hank Hoyle

#### **Schedule**

Monthly, from 9/22/2014 to 10/3/2014

#### **Evidence of Completion**

Posters showing the year's planned events

### Action Step 6 5

Requirements for participating in PBS quarterly events, dances, field trips, interactive art activities:

- Students must have 60% or higher in ALL classes.
- Quarterly PBS awards: no OSS, 1 full day/3 class periods of ISS in the previous 9 weeks.
- Monthly awards: all students are eligible
- Students may need to pay a portion of their field trip to supplement field trip expense.

#### **Person Responsible**

Theresa Maiden

#### **Schedule**

Quarterly, from 9/29/2014 to 5/25/2015

#### **Evidence of Completion**

PBS Action Plan and advertisement of events/requirements

**Action Step 7** 5

Increase DD being given to students:

- Teachers informed how to use DD (pre-planning)
- Morning Announcement: draw a random teacher to check for dress code or tardies and reward with DD - teacher also wins a supply
- Monthly attendance drawings for a week - students with perfect attendance are in the drawing --> those students drawn get dragon dollars

**Person Responsible**

Kavitha Singh-Tracy

**Schedule**

Monthly, from 9/29/2014 to 5/25/2015

**Evidence of Completion**

PowerPoint and binder information sheet Tracking list of who wins drawings

**Action Step 8** 5

Expectations are established for all areas in the school

- Common classroom rules: FIRE is guideline, teacher makes specifics
- Cafeteria/bus/hallway/bathroom posters created and hung in high visibility areas
- Lesson plans during DEAR cover each area's expectations.

**Person Responsible**

Theresa Maiden

**Schedule**

**Evidence of Completion**

Posters visible in each area First week of school lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

#1 - Take attendance at each PBS event - monthly/quarterly

#2 - Count DD turned in and set a goal for the following month

#3 - Keep track of which teachers get DD and how many (teachers can order or stop by deans' office to get DD)

**Person Responsible**

**Schedule**

**Evidence of Completion**

#1 - Stats available for how many students participated in events --> shared in an email or scrolling announcements. #2 - Stats shared in an email of who many DD are used. #3 - Sheet of teachers requesting DD.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

#1 - List how many minor infraction offenses (non-dress code) are written.

#2 - Number of discipline referrals

**Person Responsible**

**Schedule**

**Evidence of Completion**

#1 - Good: Fewer minor infractions, Questionable: Maintained number of minor infractions, Poor: Increase in number of minor infractions #2 - Good: Fewer, Questionable: Maintained, Poor: Increase in number of referrals

**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	PLCs will set meeting times, norms and elect leaders. PLCs will be given a list of leadership expectations for use in the selection of the PLC leader. VE and EBD teachers will create a large PLC group. Elective teachers will	Hoyle, Hank	8/27/2014	Minutes, PLC's , student engagement, peer observations, lesson plans	5/27/2015 weekly

Osceola - 0091 - Denn John Middle School - 2014-15 SIP

Denn John Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meet during pre-planning to determine their focus and subgroups				
G2.B1.S1.A1	All teachers will be assigned a Kagan coach. The coach will provide support, modeling, feedback, and coaching.	Collin, Amy	9/22/2014	Coaching logs: Moul, Lugo, Collin	5/20/2015 one-time
G2.B1.S2.A1	Establish PBS team and layout framework for the program. Sign-in sheet at PBS break-out session Meeting facilitated by the PBS Coach	Hoyle, Hank	9/11/2014	SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list	one-time
G1.B2.S1.A1	To meet with teachers to get a more in-depth knowledge on what can the school do to retain highly qualified teachers.	DeJesus, Jose	8/25/2014	We will use surveys, and teacher interviews to gather data.	5/29/2015 annually
G1.B1.S1.A2	Elected PLC leaders will review and send out standards for upcoming units based on pacing guide, send out agendas prior to meetings, and submit minutes after meetings to the team and leadership. Agenda and minute template will be created by Aaron Moul.	Collin, Amy	8/20/2014	Agendan and minute template Agenda, minutes, and standards addressed posted on First Class folder	5/27/2015 weekly
G2.B1.S1.A2	All teachers will conduct a minimum of 1 class-builder and 2 team-builders each week with their chosen period(s), at a minimum.	Collin, Amy	9/22/2014	Lesson Plans	5/27/2015 weekly
G2.B1.S2.A2	Establish PBS team creates actions steps. Meeting facilitated by PBS Coach	Singh-Tracy, Kavitha	9/8/2014	SIP will contain documentation	one-time
G1.B1.S1.A3	PLCs will collaboratively create lesson plans and common formative assessments (CFAs) for the week and summative assessments (SA) and proficiency scales (PS) for units.	Hoyle, Hank	8/27/2014	Lesson plan and assessments posted on First Class folder. Printed copies of LPs will be kept in LP binder	5/27/2015 weekly
G2.B1.S1.A3	All teachers will be trained in Kagan - Day 1 and Day 2	Collin, Amy	9/22/2014	Training logs	5/27/2015 annually
G2.B1.S2.A3	Social Skills Instruction will be supported by Kagan structure use. Kagan Coaches will implement swocial skills during monthly coaching.	Collin, Amy	9/15/2014	Coaching Calendar	5/19/2015 monthly
G1.B1.S1.A4	Teachers will reflect individually on their calendar (prior to PLC meeting) and justify with PLC their pacing with district curriculum guide or calendar.	Underhill, Michelle	8/27/2014	Minutes from meetings Calendar with reflections will be kept in teacher's LP binder	5/27/2015 weekly
G2.B1.S1.A4	All teachers will have mixed-ability teams, desks labeled with numbers and partner letters for at least one period. Each quarter a period will be added.	Collin, Amy	9/29/2014	Seating charts and desk labels	one-time
G2.B1.S2.A4	Minor Infraction System Training Input on FOCUS - call parent on the day of the event and give student the paper the following day for EVERY minor. - Description can be general - does not need specifics - Reflective tool for teacher to determine patterns with specific students - Focus on relationships between teacher and student - Focus on consistency needed between teachers	Morales, Roberto	9/15/2014	PowerPoint and Teacher Sign-in Log	one-time
G1.B1.S1.A5	PLCs will discuss data collected from previous week's CFAs	Underhill, Michelle	8/27/2014	Minutes from meeting include CFA data	5/27/2015 weekly

Osceola - 0091 - Denn John Middle School - 2014-15 SIP

Denn John Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5	All teachers will use a minimum of one of the Fab 5 structures each day with his/her selected period(s). As the year continues, teachers will add additional structures to their structure options. Structures can be added from Structure of the Month club or any Kagan Day 1 and Day 2 trainings.	Collin, Amy	9/15/2014	Classroom walkthroughs, lesson plans, coaching logs	5/27/2015 quarterly
G2.B1.S2.A5	Plan Ways to Spend Dragon Dollars (DD): - School store available for DD usage - All teachers will have ways to spend DD in classroom **After a student uses all 9 of their bathroom passes for the quarter, he/she can purchase a single pass from the teacher for 5 DD. - Quarterly Events for DD use: integrate STEAM: If during the school day, create a Wednesday schedule and rotate teachers involved in PBS activity and those staying with other students. STEAM type field trips (UCF, WonderWorks, Dali Museum, Sea World), Other activities: bowling, movies, OSCA performances, plays, dress-down days - Monthly in-house activities: Breakfast with admin, drawing awards	Hoyle, Hank	9/22/2014	Posters showing the year's planned events	10/3/2014 monthly
G2.B1.S1.A6	Structure of the Month Club will be implemented: - Videos of students and staff using featured structure - Structure will be experienced, steps marked, and PIES analyzed in faculty meetings - Email will follow meeting with functions, lesson plan ideas, and tips for anticipated challenges	Collin, Amy	9/22/2014	Videos, email resource, minutes from faculty meeting	5/27/2015 monthly
G2.B1.S2.A6	Requirements for participating in PBS quarterly events, dances, field trips, interactive art activities: - Students must have 60% of higher in ALL classes. - Quarterly PBS awards: no OSS, 1 full day/3 class periods of ISS in the previous 9 weeks. - Monthly awards: all students are eligible - Students may need to pay a portion of their field trip to supplement field trip expense.	Maiden, Theresa	9/29/2014	PBS Action Plan and advertisement of events/requirements	5/25/2015 quarterly
G2.B1.S2.A7	Increase DD being given to students: - Teachers informed how to use DD (pre-planning) - Morning Announcement: draw a random teacher to check for dress code or tardies and reward with DD - teacher also wins a supply - Monthly attendance drawings for a week - students with perfect attendance are in the drawing --> those students drawn get dragon dollars	Singh-Tracy, Kavitha	9/29/2014	PowerPoint and binder information sheet Tracking list of who wins drawings	5/25/2015 monthly
G2.B1.S2.A8	Expectations are established for all areas in the school - Common classroom rules: FIRE is guideline, teacher makes specifics - Cafeteria/ bus/hallway/bathroom posters created and hung in high visibility areas - Lesson plans during DEAR cover each area's expectations.	Maiden, Theresa	9/29/2014	Posters visible in each area First week of school lesson plans	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	All students will be tested using the STAR assessment which will give teachers information on each student's instructional level, skills and strategies needed to increase or enhance instruction. • District modules provided offer a baseline for planning focusing on skills needed to increase performance on FCAT 2.0. • Professional development for teachers on Math Solutions.	DeJesus, Jose	8/20/2014	Data binder with reports and graphs. Teacher individual data collection charts	5/20/2015 quarterly
G1.B1.S1.MA1	#1 - Compare teacher averages on common formative assessments by finding the range between teachers in a PLC. Be sure to compare common formative assessments for same course levels. #2 - Analyzing level of proficiency demonstrated by students at the end of a unit (summative assessment) #3 - Identify if lesson plans have been submitted for assigned PLC groups.		#1 - Good: Range is less than or equal to 10 percentage points. Questionable: Range is between 11-19 percentage points. Poor: Range is 20 percentage points or more. #2 - Good: Average is 80% or higher Questionable: Average is between 61-79% Poor: Average is 60% or below #3 - Good: 100% of PLC lesson plans are submitted Questionable: Between 81-99% of PLCs have submitted lesson plans Poor: 80% or less of PLCs have submitted lesson plans.	one-time	
G1.B1.S1.MA1	#1 - Monitor PLC minutes and lesson plans; conduct classroom walkthroughs to see match of lesson plans and instruction #2 - Monitor success of PLC task expectations based on data from minutes/agendas. Address support needed		8/27/2014	#1 - Walkthrough logs, lesson plans, PLC agendas/minutes brought to leadership meetings. #2 - SIP meeting minutes and shared with faculty - regardless if revisions are made or not.	5/27/2015 weekly
G1.B2.S1.MA1	Through individual and group discussions, conversations will occur to come up with strategies to find ways to reduce the teacher turnover.	DeJesus, Jose	9/10/2014	End of year surveys and talks with staff	5/6/2015 monthly
G2.MA1	Admin meetings with content areas departments to discuss concerns and issues.	Hoyle, Hank	8/27/2014	Notes from meeting	5/27/2015 monthly
G2.B1.S1.MA1	#1 - Conduct PIES analysis of all classrooms #2 - Coaching Form - readiness measure - "Needs more support" or "Ready to move to next structure"		#1 - All "yes" for PIES Questions: - September 1st: ___% baseline -	once	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			November 1st: ___% beginning of second quarter - February 1st: ___% beginning of third quarter - April 1st: ___% beginning of 4th quarter - May 30th ___% at end of year #2 - Good: At least 80% of teachers show readiness to receive coaching on a new structure. Questionable: 61-79% of teachers show readiness to receive coaching on a new structure. Poor: 60% or less of teachers show readiness to receive coaching on a new structure.		
G2.B1.S1.MA1	#1 - Collect training logs, collect seating charts/teams, collect coaching logs #2 - Lesson plans monitored for structures being planned for.		#1 - Chart of teachers with check off for training and coaching dates/ times. Good = 100% of teachers trained, Poor = 89% or less of teachers trained; Good = 100% of classes' seating charts/teams mixed ability, Poor = 89% or less have mixed ability groups; Good = 100% of teachers receive coaching during the month, Poor = 89% or less of the teachers are coached.	one-time	
G2.B1.S2.MA1	#1 - List how many minor infraction offenses (non-dress code) are written. #2 - Number of discipline referrals		#1 - Good: Fewer minor infractions, Questionable: Maintained number of minor infractions, Poor: Increase	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			in number of minor infractions #2 - Good: Fewer, Questionable: Maintained, Poor: Increase in number of referrals		
G2.B1.S2.MA1	#1 - Take attendance at each PBS event - monthly/quarterly #2 - Count DD turned in and set a goal for the following month #3 - Keep track of which teachers get DD and how many (teachers can order or stop by deans' office to get DD)		#1 - Stats available for how many students participated in events --> shared in an email or scrolling announcements. #2 - Stats shared in an email of who many DD are used. #3 - Sheet of teachers requesting DD.	once	

## 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.** Standards-based instruction will occur with proficiency and enrichment in all classrooms.

**G1.B1** Lack of consistent high expectations for students to learn to the depth of the standard

**G1.B1.S1** PLCs will collaborate to create common assessments focused on standards-based instruction.

### PD Opportunity 1

PLCs will set meeting times, norms and elect leaders. PLCs will be given a list of leadership expectations for use in the selection of the PLC leader. VE and EBD teachers will create a large PLC group. Elective teachers will meet during pre-planning to determine their focus and subgroups

#### Facilitator

PLC Training during the summer for PLC leaders PLC Training in Math for administrators

#### Participants

PLC Leaders and administrators

#### Schedule

Weekly, from 8/27/2014 to 5/27/2015

**G2.** Students will be highly engaged in standards-based instruction.

**G2.B1** Denn John Middle School has not built a community of cooperative learners that positively interact.

**G2.B1.S1** Cooperative learning, with fidelity, will be implemented.

### PD Opportunity 1

All teachers will be assigned a Kagan coach. The coach will provide support, modeling, feedback, and coaching.

#### Facilitator

Kagan coaches

#### Participants

All teachers

#### Schedule

On 5/20/2015

## PD Opportunity 2

All teachers will be trained in Kagan - Day 1 and Day 2

### Facilitator

Amy Collin

### Participants

All teachers

### Schedule

Annually, from 9/22/2014 to 5/27/2015

## PD Opportunity 3

Structure of the Month Club will be implemented: - Videos of students and staff using featured structure - Structure will be experienced, steps marked, and PIES analyzed in faculty meetings - Email will follow meeting with functions, lesson plan ideas, and tips for anticipated challenges

### Facilitator

Kagan coaches

### Participants

All teachers

### Schedule

Monthly, from 9/22/2014 to 5/27/2015

**G2.B1.S2** Positive Behavior Supports (PBS) will be used with fidelity, and with an emphasis on social skills.

## PD Opportunity 1

Minor Infraction System Training Input on FOCUS - call parent on the day of the event and give student the paper the following day for EVERY minor. - Description can be general - does not need specifics - Reflective tool for teacher to determine patterns with specific students - Focus on relationships between teacher and student - Focus on consistency needed between teachers

### Facilitator

Roberto Morales

### Participants

All teachers

### Schedule