

Denn John Middle School



2015-16 School Improvement Plan

Denn John Middle School

2001 DENN JOHN LN, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

67%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

89%

School Grades History

Year
Grade

2014-15
C*

2013-14
C

2012-13
C

2011-12
C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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 F.I.R.E. (focus, integrity, respect, and engaged in learning.)

Provide the school's vision statement

Vision: To be a high-performing middle school – to earn and maintain an "A"

School Environment

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

- 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= 153 students
- * One or more years retained = 168 students
- * Students scoring below the 32nd percentile on the STAR Reading test = 6th: 42%(120), 7th: 46% (127), 8th: 45% (146)
- * Students scoring below the 32nd percentile on the STAR Math test = 6th: 50% (145), 7th: 56% (153), 8th: 76% (193)- Algebra 1 Honors students are not tested.

The number of students identified by the system as exhibiting two or more early warning indicators: = 51 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.

Students with other indicators of early warning systems are monitored and assigned a mentor, based on need and progress.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	19	25	26	70
One or more suspensions	29	50	74	153
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	92	125	155	372

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	17	21	51

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 monitored and meet with the MTSS Behavior Coach. Based on student needs and behaviors a variety of supports will be provided: Teacher mentor, Consultation with Behavior Coach, Small Group behavior class.
- 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. At the first SAC meeting the School Improvement Plan (SIP).

The parent liaison will share information with parents and get them signed up for OASIS.

We will increase our number of business partners.

We will set up and use Remind to contact and get information to parents.

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:

Name	Title
Hoyle, Hank	Principal
Collin, Amy	Assistant Principal
Davenport, Sandie	Assistant Principal
Bonet, Alexa	Instructional Coach
Underhill, Michelle	Instructional Coach
Singh-Tracy, Kavitha	Dean
Wright, Jennifer	Guidance Counselor
Tessler, Lana	Instructional Coach

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.

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 Coaches and Guidance Counselors

- 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 FSA, STAR, and TeenBiz 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: after school ELO tutoring, tutoring during SPIRIT and Saturday school. 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:

Name	Stakeholder Group
Hank Hoyle	Principal
Adrian Lugo	Teacher
Jeanne Britton	Parent
Robert Asencio	Parent
Taeja Asencio	Student
Nilda Torres	Parent
Kim Grieb	Business/Community
Jennifer Harmon	Teacher
Eva Rodriguez	Parent
Shauna Dailey	Parent
Belinda Abreu-Diaz	Parent
Jazmin Leon	Parent
Trae Simpson	Teacher
Sandie Davenport	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 2015-2016 school year and provided input and feedback in reference to the upcoming year's plan. Additionally, the SAC reviewed and gave input on the 2015-2016 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 2015-2016 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 September, 2015. 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 provided money for one of our guidance counselors to attend a conference, to buy mouth pieces for band, and travel expenses for our students to attend history fair.

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:

Name	Title
Hoyle, Hank	Principal
Davenport, Sandie	Assistant Principal
Tessler, Lana	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 is focusing on expanding student exposure to literature as a part of the school culture. Literacy Awareness events will include 2 Literacy Nights, an author visit, educator teachers on literacy

strategies & building classroom libraries. We will also have our first One Book, One School initiative where classrooms will introduce and read a chosen novel to their DEAR students. Students will also be invited to participate in the Battle of the Books club, Read Across America Day, and the 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.

We will also continue the Golden Ticket events to promote student reading during DEAR.

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, and reflecting on the shared data to help our students master the standards.

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.

Algebra courses will use Algebra Nation for their regular curriculum. Intensive Math classes will use the Math 180 program to guide their instruction. The Intensive Math teacher will receive monitoring and training as needed with this new program as needed.

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

Results on common formative and summative assessments will be compared in PLCs, and plans developed to reteach concepts required for students to attain proficiency. Using this data PLCs can also create plans to differentiate based on student needs and support their peers through sharing best practices. Teachers may swap students for a period or identify students for small group support. 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 STAR 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 remediation & enrichment through the SPIRIT Program. A portion of the time after school is spent with teachers available for tutoring and another portion of the program is high-interest project based learning activities.

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

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

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

Strategy: After School Program

Minutes added to school year: 1,920

Students that score the lowest STAR reading and STAR math will be recruited to attend after school tutoring.

Strategy Rationale

With lesson designed to target the students' needs based on STAR data, the student will grow academically.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Underhill, Michelle, underm@osceola.k12.fl.us

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

Data will be collected through STAR testing

Strategy: Summer Program

Minutes added to school year: 2,700

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

Wright, Jennifer, wrightje@osceola.k12.fl.us

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: FST 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

Tessler, Lana, tesslerl@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

Through core courses and the AVID program on campus college and career awareness is addressed in a variety of ways.

The guidance counselors visit social studies classes and provide college/career curriculum and

resources to the students and teachers. Students participate in a program to identify possible career options based on interest and colleges that offer programs for those careers. The AVID Site Team also facilitates and organizes college awareness events including College Week, college jersey/shirt days and decorating the campus with a variety of college banners. The AVID Team also takes students to different colleges to explore local options.

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. Students also have access to a variety of STEM and computer application elective courses. The STEM courses introduce engineering fields and allow students a taste of computer careers.

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

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. . Create a culture that will utilize and analyze data though PLC to increase proficiency.

G2. Reduce discipline issues by creating a positive school culture.

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. . Create a culture that will utilize and analyze data though PLC to increase proficiency. 1a

G069203

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
FCAT 2.0 Writing Proficiency	45.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Inconsistency in creating and administering common assessments
- Instructional practices are not impacted as a result of common assessment data.

Plan to Monitor Progress Toward G1. 8

The self-assessment of the Critical Issues will be repeated at the beginning of each quarter and at the end of the year.

Person Responsible

Hank Hoyle

Schedule

Quarterly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Scores on items #8-18 will increase.

G2. Reduce discipline issues by creating a positive school culture. 1a

G069204

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2000.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- There are struggles to consistently implement PBS to build positive student behaviors and habits.
- There are struggles to consistently implement Cooperative Learning structures to increase student engagement in academics.

Plan to Monitor Progress Toward G2. 8

MTSS Behavior meetings will reflect on referral and out of school suspension notices.

Person Responsible

Michelle Underhill

Schedule

Weekly, from 8/25/2015 to 5/31/2016

Evidence of Completion

Minutes/agenda from meeting

Plan to Monitor Progress Toward G2. 8

Referrals will be monitored quarterly.

Person Responsible

Sandie Davenport

Schedule

Quarterly, from 9/18/2015 to 6/9/2017

Evidence of Completion

Discipline referrals will decrease from the previous year.

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. . Create a culture that will utilize and analyze data though PLC to increase proficiency. **1**

 G069203

G1.B1 Inconsistency in creating and administering common assessments **2**

 B179989

G1.B1.S1 Using the Critical Issues for Team Consideration form, the administration will set deadlines and goals for PLCs. **4**

 S191278

Strategy Rationale

Using the Solution Tree materials and training tools will guide teachers and PLCs in consistently implementing the strategies learning about in trainings. The administration will be able to support and monitor teams' progress as a PLC.

Action Step 1 **5**

Teams will complete a self-assessment using the Critical Issues for Team Consideration form.

Person Responsible

Hank Hoyle

Schedule

On 8/21/2015

Evidence of Completion

The PLC will turn in the completed self-assessment.

Action Step 2 5

Professional Development for PLC Leads regarding critical issues regarding common assessments (#8-18) to be shared back with the PLCs.

Person Responsible

Amy Collin

Schedule

On 9/18/2015

Evidence of Completion

PLC leads will have completed the PD for this training. PLCs will turn in a copy of their first common assessment to their assigned Admin.

Action Step 3 5

PLCs will meet and complete targeted Critical Issues based on self-assessment results (#8-18).

Person Responsible

Hank Hoyle

Schedule

Quarterly, from 8/17/2015 to 6/1/2016

Evidence of Completion

PLCs will turn in Critical Issues as they are completed.

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

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

. Administrators will attend meetings and collect deliverables assigned to PLC's.

Person Responsible

Hank Hoyle

Schedule

Evidence of Completion

PLC norms, Critical Issues form, learning targets (LEQs), common assessments, and observations

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

Person Responsible

Schedule

Evidence of Completion

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

Common assessments will be given to students a minimum of once per quarter for each PLC.

Person Responsible

Hank Hoyle

Schedule

Evidence of Completion

Dates of common assessment administration become consistent and regular.


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

Person Responsible


Schedule

Evidence of Completion

G1.B2 Instructional practices are not impacted as a result of common assessment data. 2

 B179990

G1.B2.S1 Using the Critical Issues for Team Consideration form, the administration set goals for PLCs in regards to #17 & #18. 4

 S191279

Strategy Rationale

Students will receive differentiation based on results on common assessments to ensure they achieve mastery on essential target outcomes.

Action Step 1 5

Continue to support PLCs through the Action Steps for Barrier 1.

Person Responsible

Hank Hoyle

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

See Action Plan for Goal #1, Barrier #1.

Action Step 2 5

Teachers will use common assessment data to identify students for the intervention period or other reteach opportunities.

Person Responsible

Michelle Underhill

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Intervention activities attendance will change based on recent common assessments & lesson plans will reflect organization of students to provide re-teaching.

Action Step 3 5

MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.

Person Responsible

Hank Hoyle

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Step by step comprehensive plan for intervention period program- Tier 2 support & Tier 1 activities during Intervention period.

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

Attendance in Intervention period classes change as students need.

Person Responsible

Michelle Underhill

Schedule

Evidence of Completion

Attendance changes to Intervention Period are evident.

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

Walk-throughs will be conducted by the Admin team

Person Responsible

Hank Hoyle

Schedule

Evidence of Completion

Observations will see focused lessons that change based on student needs in the group.

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

STAR Data will show growth of students in the Reading & Math Intervention groups

Person Responsible


Michelle Underhill

Schedule

Evidence of Completion

STAR data will show growth of students receiving intervention at a level that is above their predicted average growth line.


G2. Reduce discipline issues by creating a positive school culture. 1

 G069204

G2.B1 There are struggles to consistently implement PBS to build positive student behaviors and habits. 2

 B179991

G2.B1.S1 Positive Behavior Supports (PBS) will be used with fidelity 4

 S191280

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

PBS Action Plan will be turned in with dates for initial PBS reward events.

Action Step 3 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: 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

Kavitha Singh-Tracy

Schedule

Evidence of Completion

Posters showing the year's planned events

Action Step 4 5

Requirements for participating in PBS quarterly events: dances or field trips:

- 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

Kavitha Singh-Tracy

Schedule

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

Evidence of Completion

PBS Action Plan and advertisement of events/requirements

Action Step 5 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

Evidence of Completion

PowerPoint and binder information sheet Tracking list of who wins drawings

Action Step 6 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

Amy Collin

Schedule

Evidence of Completion

Posters visible in each area First week of school lesson plans

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

Kavitha Singh-Tracy

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.S1 7

Number of discipline referrals

Person Responsible


Kavitha Singh-Tracy

Schedule


Evidence of Completion

Discipline referrals will be decreased in comparison to last year & out of school suspensions will be reduced from last year.

G2.B2 There are struggles to consistently implement Cooperative Learning structures to increase student engagement in academics. 2

 B179992

G2.B2.S1 Cooperative Learning Strategies will be used with fidelity. 4

 S191281

Strategy Rationale

Cooperative Learning structures are research founded strategy that increases student engagement, achievement, retention of information and social skills.

Action Step 1 5

Cooperative Learning Strategies will be used in all faculty meetings and break-out sessions created by the leadership team to model appropriate use.

Person Responsible

Amy Collin

Schedule

On 8/17/2015

Evidence of Completion

Minutes & slides from trainings.

Action Step 2 5

Beginning of school lesson plans to introduce expectations are provided. Cooperative Learning structures will be integrated.

Person Responsible

Amy Collin

Schedule

On 8/25/2015

Evidence of Completion

Lesson plans provided to teachers.PD

Action Step 3 5

Quarterly cooperative learning coaching will be provided to all classroom instructors

Person Responsible

Amy Collin

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Coaching logs & reflections

Action Step 4 5

Kagan Cooperative Learning Training provided to new staff members or any staff interested in a re-fresher course.

Person Responsible

Amy Collin

Schedule

On 9/18/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans will be monitored for cooperative learning strategies

Person Responsible

Hank Hoyle

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Lesson plans will have structures and emails responding to teachers' plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Decrease in referrals as the year progresses.

Person Responsible

Amy Collin

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Referrals will decrease.

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	Teams will complete a self-assessment using the Critical Issues for Team Consideration form.	Hoyle, Hank	8/17/2015	The PLC will turn in the completed self-assessment.	8/21/2015 one-time
G1.B2.S1.A1	Continue to support PLCs through the Action Steps for Barrier 1.	Hoyle, Hank	8/17/2015	See Action Plan for Goal #1, Barrier #1.	6/1/2016 monthly
G2.B1.S1.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	8/17/2015	SIP Action Plan with steps, fidelity plan and effectiveness plan PBS Team list	one-time
G2.B2.S1.A1	Cooperative Learning Strategies will be used in all faculty meetings and break-out sessions created by the leadership team to model appropriate use.	Collin, Amy	8/17/2015	Minutes & slides from trainings.	8/17/2015 one-time
G1.B1.S1.A2	Professional Development for PLC Leads regarding critical issues regarding common assessments	Collin, Amy	8/24/2015	PLC leads will have completed the PD for this training. PLCs will turn in a	9/18/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(#8-18) to be shared back with the PLCs.			copy of their first common assessment to their assigned Admin.	
G1.B2.S1.A2	Teachers will use common assessment data to identify students for the intervention period or other reteach opportunities.	Underhill, Michelle	9/28/2015	Intervention activities attendance will change based on recent common assessments & lesson plans will reflect organization of students to provide re-teaching.	6/3/2016 weekly
G2.B1.S1.A2	Establish PBS team creates actions steps. Meeting facilitated by PBS Coach	Singh-Tracy, Kavitha	8/28/2015	PBS Action Plan will be turned in with dates for initial PBS reward events.	one-time
G2.B2.S1.A2	Beginning of school lesson plans to introduce expectations are provided. Cooperative Learning structures will be integrated.	Collin, Amy	8/24/2015	Lesson plans provided to teachers.PD	8/25/2015 one-time
G1.B1.S1.A3	PLCs will meet and complete targeted Critical Issues based on self-assessment results (#8-18).	Hoyle, Hank	8/17/2015	PLCs will turn in Critical Issues as they are completed.	6/1/2016 quarterly
G1.B2.S1.A3	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.	Hoyle, Hank	8/25/2015	Step by step comprehensive plan for intervention period program- Tier 2 support & Tier 1 activities during Intervention period.	6/3/2016 weekly
G2.B1.S1.A3	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: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	Singh-Tracy, Kavitha	Posters showing the year's planned events	monthly	
G2.B2.S1.A3	Quarterly cooperative learning coaching will be provided to all classroom instructors	Collin, Amy	10/1/2015	Coaching logs & reflections	5/31/2016 quarterly
G1.B1.S1.A4	[no content entered]			one-time	
G2.B1.S1.A4	Requirements for participating in PBS quarterly events: dances or field trips: - 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.	Singh-Tracy, Kavitha	9/29/2014	PBS Action Plan and advertisement of events/requirements	5/25/2015 quarterly
G2.B2.S1.A4	Kagan Cooperative Learning Training provided to new staff members or any staff interested in a re-fresher course.	Collin, Amy	8/17/2015		9/18/2015 one-time
G1.B1.S1.A5	[no content entered]			one-time	
G2.B1.S1.A5	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	Singh-Tracy, Kavitha	PowerPoint and binder information sheet Tracking	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	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		list of who wins drawings		
G2.B1.S1.A6	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.	Collin, Amy	8/24/2015	Posters visible in each area First week of school lesson plans	one-time
G1.MA1	The self-assessment of the Critical Issues will be repeated at the beginning of each quarter and at the end of the year.	Hoyle, Hank	8/17/2015	Scores on items #8-18 will increase.	6/1/2016 quarterly
G1.B1.S1.MA1	Common assessments will be given to students a minimum of once per quarter for each PLC.	Hoyle, Hank	Dates of common assessment administration become consistent and regular.	quarterly	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	. Administrators will attend meetings and collect deliverables assigned to PLC's.	Hoyle, Hank	9/4/2015	PLC norms, Critical Issues form, learning targets (LEQs), common assessments, and observations	one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	STAR Data will show growth of students in the Reading & Math Intervention groups	Underhill, Michelle	STAR data will show growth of students receiving intervention at a level that is above their predicted average growth line.	quarterly	
G1.B2.S1.MA1	Attendance in Intervention period classes change as students need.	Underhill, Michelle	Attendance changes to Intervention Period are evident.	quarterly	
G1.B2.S1.MA4	Walk-throughs will be conducted by the Admin team	Hoyle, Hank	Observations will see focused lessons that change based on student needs in the group.	weekly	
G2.MA1	MTSS Behavior meetings will reflect on referral and out of school suspension notices.	Underhill, Michelle	8/25/2015	Minutes/agenda from meeting	5/31/2016 weekly
G2.MA2	Referrals will be monitored quarterly.	Davenport, Sandie	9/18/2015	Discipline referrals will decrease from the previous year.	6/9/2017 quarterly
G2.B1.S1.MA1	Number of discipline referrals	Singh-Tracy, Kavitha	Discipline referrals will be decreased in comparison to last year & out of school	quarterly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			suspensions will be reduced from last year.		
G2.B1.S1.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)	Singh-Tracy, Kavitha	#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.	one-time	
G2.B2.S1.MA1	Decrease in referrals as the year progresses.	Collin, Amy	8/24/2015	Referrals will decrease.	6/3/2016 quarterly
G2.B2.S1.MA1	Lesson plans will be monitored for cooperative learning strategies	Hoyle, Hank	8/24/2015	Lesson plans will have structures and emails responding to teachers' plans.	5/30/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. . Create a culture that will utilize and analyze data though PLC to increase proficiency.

G1.B1 Inconsistency in creating and administering common assessments

G1.B1.S1 Using the Critical Issues for Team Consideration form, the administration will set deadlines and goals for PLCs.

PD Opportunity 1

Professional Development for PLC Leads regarding critical issues regarding common assessments (#8-18) to be shared back with the PLCs.

Facilitator

Elizabeth Salvato

Participants

Assigned PLC Leads

Schedule

On 9/18/2015

G1.B2 Instructional practices are not impacted as a result of common assessment data.

G1.B2.S1 Using the Critical Issues for Team Consideration form, the administration set goals for PLCs in regards to #17 & #18.

PD Opportunity 1

Continue to support PLCs through the Action Steps for Barrier 1.

Facilitator

Elizabeth Salvato

Participants

All core classroom teachers will participate in two workshops with the district PLC resource teacher.

Schedule

Monthly, from 8/17/2015 to 6/1/2016

PD Opportunity 2

MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.

Facilitator

Rene Clayton

Participants

MTSS members will participate in district professional development opportunities.

Schedule

Weekly, from 8/25/2015 to 6/3/2016

G2. Reduce discipline issues by creating a positive school culture.

G2.B2 There are struggles to consistently implement Cooperative Learning structures to increase student engagement in academics.

G2.B2.S1 Cooperative Learning Strategies will be used with fidelity.

PD Opportunity 1

Cooperative Learning Strategies will be used in all faculty meetings and break-out sessions created by the leadership team to model appropriate use.

Facilitator

Amy Collin

Participants

On site professional development will be offered in 12 sessions after school. In addition, quarterly in the moment coaching will take place for all teachers.

Schedule

On 8/17/2015

PD Opportunity 2

Kagan Cooperative Learning Training provided to new staff members or any staff interested in a refresher course.

Facilitator

Amy Collin

Participants

New teachers & any teachers interested or targeted for a refresher course.

Schedule

On 9/18/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teams will complete a self-assessment using the Critical Issues for Team Consideration form.				\$0.00
2	G1.B1.S1.A2	Professional Development for PLC Leads regarding critical issues regarding common assessments (#8-18) to be shared back with the PLCs.				\$0.00
3	G1.B1.S1.A3	PLCs will meet and complete targeted Critical Issues based on self-assessment results (#8-18).				\$0.00
4	G1.B1.S1.A4					\$0.00
5	G1.B1.S1.A5					\$0.00
6	G1.B2.S1.A1	Continue to support PLCs through the Action Steps for Barrier 1.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376		0091 - Denn John Middle School	Title I Part A		\$0.00
7	G1.B2.S1.A2	Teachers will use common assessment data to identify students for the intervention period or other reteach opportunities.				\$0.00
8	G1.B2.S1.A3	MTSS Team creates an action plan to strengthen Intervention Period lessons and expectations.				\$0.00
9	G2.B1.S1.A1	Establish PBS team and layout framework for the program. Sign-in sheet at PBS break-out session Meeting facilitated by the PBS Coach				\$0.00
10	G2.B1.S1.A2	Establish PBS team creates actions steps. Meeting facilitated by PBS Coach				\$0.00
11	G2.B1.S1.A3	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: 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				\$1,786.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0091 - Denn John Middle School	General Fund		\$1,786.24
12	G2.B1.S1.A4	Requirements for participating in PBS quarterly events: dances or field trips: - 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				\$0.00

Budget Data

		awards: all students are eligible - Students may need to pay a portion of their field trip to supplement field trip expense.				
13	G2.B1.S1.A5	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				\$0.00
14	G2.B1.S1.A6	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.				\$0.00
15	G2.B2.S1.A1	Cooperative Learning Strategies will be used in all faculty meetings and break-out sessions created by the leadership team to model appropriate use.				\$0.00
16	G2.B2.S1.A2	Beginning of school lesson plans to introduce expectations are provided. Cooperative Learning structures will be integrated.				\$0.00
17	G2.B2.S1.A3	Quarterly cooperative learning coaching will be provided to all classroom instructors				\$0.00
18	G2.B2.S1.A4	Kagan Cooperative Learning Training provided to new staff members or any staff interested in a re-fresher course.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Denn John Middle School			\$0.00
Total:						\$1,786.24