Polk County Public Schools

Denison Middle School

2015-16 School Improvement Plan

Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	Yes	61%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	64%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	D

*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 Polk County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Focus	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

Denison Middle School will provide a diverse 21st century learning experience.

Provide the school's vision statement

At Denison Middle School we will:
Provide a challenging, standards based educational program, preparing students for success in high school and beyond
Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students
Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically
Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.
Prepare our students for college and careers.

School Environment

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

School Culture Night
Parent Night
Orientation
Open House
Classroom Activities
Survey
PBS Activities
School involvement in community activities
Partner with businesses through Academies
SAC Community
Winter Haven PEP Group
Partnership with Chamber of Commerce
Intramural sports

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

Confidential Student Report Forms
Peer Mediation
Supervision at all times while students are on campus
On-Site School Resource Officer
Closed Campus
District Bullying Lessons
District Drug and Alcohol Lessons

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

School-wide non-negotiable
Team bases PBS activities
Administrative classroom walk-thrus

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

MTSS
Peer mediation
PBS
Student Council
Student Ambassadors
Each student assigned to a team of teachers who create and implement interventions for students and also provide a "family" type nurturing environment

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
-Attendance Secretary monitors attendance
- Alert social worker if there is an attendance issue
- Meetings are scheduled between parent and social worker to address attendance concern
- Contracts are created and followed to reduce future absences
•One or more suspensions, whether in school or out of school
- Discipline staff monitor suspensions
- Parental involvement is requested
- MTSS is used
- Code of Conduct is followed
•Course failure in English Language Arts or mathematics
- Guidance monitors failures
- Interventions are put into place
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- ELA:
- 90 min. block of Reading instruction
- Follow district-wide reading program
- Utilize Reading Interventionist to address specific issues
- Math:
- Scheduled in a Regular Math class and, if available, an intensive Math class. If they do not have an intensive Math class the Math interventionist will be in their regular math class at least once a week working small groups or one on one.
- Use suggested district resources (TenMarks, etc...)

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	28	21	24	73
One or more suspensions	87	100	92	279
Course failure in ELA or Math	0	6	9	15
Level 1 on statewide assessment	71	103	90	264

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	54	93	82	229

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
-Attendance Secretary monitors attendance,
- Alert social worker if there is an attendance issue
- Meetings are scheduled between parent and social worker to address attendance concern
- Contracts are created and followed to reduce future absences
•One or more suspensions, whether in school or out of school
- Discipline staff monitor suspensions
- Parental involvement is requested
- MTSS is used
- Code of Conduct is followed
•Course failure in English Language Arts or mathematics
- Guidance monitors failures
- Interventions are put into place
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- ELA:
- 103 min. block of Reading instruction
- Follow district-wide reading Journey's Voyager program
- Utilize Reading Interventionist to address specific issues
- Math:
- Scheduled in a regular Math class and if available an intensive Math classes
- Utilize Math Interventionist to address students that are not able to be in an intensive math class
- Use suggested district resources

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/186184.

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

Teachers are reaching out to community members and businesses to build partnerships. They are asking for support through classroom visits, funds to buy resources and donated resources. Students will have opportunities to learn about careers in our community and be guided on a pathway through one of the pre-academies leading to high school credit and certification in the academy field.
Each career pre-academy will be working with at least one business partner throughout the year.

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
Christian, Terri	Principal
King, Gretchen	Instructional Coach
Mills-Coleman, Mona	Instructional Coach
Thomas, Curtis	Assistant Principal
Cameron, Susan	Teacher, K-12
Lippett, D'Trice	Teacher, K-12
Walden, Angela	Teacher, K-12
Healy, William	Teacher, K-12
Harvard, Drew	Teacher, K-12
Saenz, Willie	Assistant Principal
Peirce, LR	Dean
Smith, Constance	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RtI; ensures that the school-based team is implementing PS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RtI implementation; develops a culture of expectation with the school staff for the implementation of PS/RtI schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RtI plans and activities.

Assistant Principal, Deans, and Title 1 Facilitator: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.
Exceptional Student Education (ESE) Facilitator: Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.
Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Progress monitoring and school-wide behavioral data will drive the implementation of the MTSS and SIP structures though out the school. All leadership, instructional, and support (paraeducators) faculty will be involved though out the implementation. General Education Teachers provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/ instruction with Tier 2/3 activities. PS/RtI Behavior Representatives (PBS) participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitation of data-based decision making activities. Guidance Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Technology Specialist develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.
Title I, Part A -Provided services ensure students requiring additional remediation are assisted through after-school programs and/or extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are met.
Title I, Part C-Migrant - The Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D- The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.
Title II- The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students, and new instructional software will enhance literacy and math skills of struggling students.
Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless- The district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Hearth program, funded through Title

X, provides support for identified homeless students.
Supplemental Academic Instruction- N/A
Violence Prevention Programs- The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education
Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Eighth grade students are assessed by the E-PEP to help determine their career interests and form career paths.
Job Training N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carl Skoll	Business/Community
Curtis Thomas	Education Support Employee
D'Trice Lippett	Teacher
Susan Cameron	Teacher
Wille Saenz	Education Support Employee
Blanca Hernadez	Education Support Employee
Scott Girouard	Business/Community
Candice Cross	Business/Community
Cindy Throwcow	Business/Community
Dawn Nipper	Parent
Rene Burr	Parent
Lesley Stenico	Parent
Patricia Copeland	Parent
Antoine Harper	Parent
Becky Robles	Parent
	Student

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

SAC members reviewed parts of the school improvement plan throughout the year. Data was discussed at each meeting. Discussions we had on ways to improve parental support.

Development of this school improvement plan

The SAC committee was involved in the Pre-planning of the SIP plan. During meeting members were encouraged to voice their concerns about what changes they would like to see at the school.

Preparation of the school's annual budget and plan

Review and approve

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

N/A

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
Christian, Terri	Principal
Mills-Coleman, Mona	Instructional Coach
King, Gretchen	Instructional Coach
Thomas, Curtis	Assistant Principal
Smith, Constance	Assistant Principal
Saenz, Willie	Assistant Principal
Peirce, LR	Dean
Harvard, Drew	Teacher, K-12
Hutchinson, Blanche	Teacher, K-12
Walden, Angela	Teacher, K-12
Lippett, D'Trice	Teacher, K-12
Cameron, Susan	Teacher, K-12
Dirckson, Ann	Teacher, K-12
Hathcock, Kristen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

School-wide literacy calendar followed by all classes and develop monitoring systems to evaluate the effectiveness of the plan

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

Grade levels are divided by team and collaborative team meetings are scheduled monthly. Individual grade levels have lesson planning sessions every Tuesday(6th grade), Wednesday(7th grade), and Thursday(8th grade) focusing on standards based lesson planning and lesson delivery.

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

Administration uses the district's recruiting department and RHS system to attain highly qualified personnel. Dr. Willie Saenz is assigned to the new hires to give administrative support. Ms. Kristen Hathcock and Dr. Willie Saenz conduct in house training is offered to support and sustain school wide instructional and behavioral expectations.

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

Instructional coaches are linked to new teachers in their field to support and sustain the teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

County adopted materials are utilized and monitored for fidelity.

Instructional Strategies

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

Data used from sate-wide assessments are used for student placement.
Progress monitoring is used to drive instruction and determine areas of weakness for intervention.
Formative assessment is use for grouping in individual classrooms, interventions, and instructional differentiation.
For example: - A student who scored a level on Reading FCAT 2.0 has been placed in a 90 minute reading block. After FAIR assessment, the same student shows a weakness in a specific standard would receive remediation from classroom teacher or interventionist. If the same student showed a weakness on a formative assessment the classroom teacher would change grouping and address the issue during small group instruction.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Each spring 8th grade students go to the high schools to supporting our students as they transition onto the course path they choose. Each spring 5th grade students are introduced to our CTE pre-academies.

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

In 6th grade students are scheduled into a wheel class that allows them to set a feel for the different pre-academies that are offered. Each wheel class teaches them the basics of what type of careers are offered in that field. Students then choose a pre-academy in the 7th grade. Also, 8th grade students are assessed by the E-PEP to help determine their career interest and form a career path.

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

Denison Middle School has become wall-to-wall pre-academies. Every student on the campus is enrolled in a pre-academy. The pre-academy teachers work with the core academic teachers to relate what is being learned in the core subject to what is being taught in the pre- academy class. Each Pre-academy class will feed into a high school academy.

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

Each academy is connected with a team of core academic teachers to enable cross-curricular instruction and activities.

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

N/A

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Denison Middle will plan and deliver standards based instruction and develop a system to support and monitor implementation.

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. Denison Middle will plan and deliver standards based instruction and develop a system to support and monitor implementation. `1a`

🔍 G073748

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	82.0
AMO Math - All Students	
Math Gains	55.0
Math Lowest 25% Gains	59.0
AMO Reading - All Students	
ELA/Reading Gains	62.0
AMO Math - ELL	
FAA Science Proficiency	80.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	

Resources Available to Support the Goal `2`

- SBLT (administration, coaches, and teacher leaders)

- curriculum maps

- CPALMS

- technology coaches

- test item specs

- Computer based progress monitoring (IBTP, Fair, Voyager, Success Maker)

- Departmentalize collaborative planning

- Reading and Math Interventionist

Targeted Barriers to Achieving the Goal `3`

- Lack of breadth and depth in teacher capacity

Plan to Monitor Progress Toward G1. `8`

- Monitoring of lesson plans & provide feedback
- Observations
- Increase of student achievment on Fair, Success Maker, Achieve, Voyager, Pearson, District Assessments (Math, Science, Social Studies, Writing) and EOC assessments.

Person Responsible
Terri Christian

Schedule
Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion
- Final evaluation of staff to show growth in teacher proficiency - Quantify walk thru data conducted by administrative team to illustrate trends based on standards based instruction, HOT questions, gradual release or 5E lessons (Math & Science) - Provided specific feedback to teachers

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. Denison Middle will plan and deliver standards based instruction and develop a system to support and monitor implementation. 1

🔑 G073748

G1.B2 Lack of breadth and depth in teacher capacity 2

🔑 B192572

G1.B2.S1 Create a system of checks and balances to insure that standards based planning and instruction with department and equivalent course teachers is occurring. 4

🔑 S204059

Strategy Rationale

Align with district course pacing guide and state standards for course.

Action Step 1 5

Create and implement a schedule, expectations, and deliverables for the planning sessions.

Person Responsible

Terri Christian

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Posted lesson plans in share point office 365 and in classroom next to door when entering a classroom. Agendas and notes of weekly department planning meetings are located in Ms. Christian's office in the department binder. One administrator is assigned to a department to facilitate the planning meetings. Lesson plans will be checked weekly for standards alignment.

Action Step 2 `5`

Teachers will complete a pre-plan prior to collaborative session.

Person Responsible

Terri Christian

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Every Thursday the pre-planning worksheet is due for the standard/s being taught two weeks in advance. Then the following Friday the lesson plan is due and is turned in to assigned administrator to monitor and give suggestions to strengthen the instructional plans.

Action Step 3 `5`

Create and implement a monitoring system for providing targeted support to teachers with follow up steps.

Person Responsible

Terri Christian

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

A system will be created by the leadership team to identify and deliver needed support.

Action Step 4 `5`

Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that meet the intent of the standards. These will include cross curricular reading and writing.

Person Responsible

Mona Mills-Coleman

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Administration will conduct observations to monitor the implementation of strategies and review of teacher lesson plans. This will be documented thru Journeys and discussed during weekly administration meetings.

Action Step 5 `5`

Provide PD on student engagement and standards based instruction.

Person Responsible

Gretchen King

Schedule

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

Evidence of Completion

Walkthroughs, non-evaluative classroom, visits, student engagement activities documented in lesson plans

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

Posted lesson plans and evidence of grade level planning aligned to the standards.

Person Responsible

Terri Christian

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Posted lesson plans support the lesson observed during an administrative observation, as well as apparent collaborative planning during the monitoring of planning meetings by administration; coaching logs

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

Classroom observations focused on student engagement and standards based instruction.

Person Responsible

Terri Christian

Schedule

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

Evidence of Completion

Walkthroughs in Journeys, non-evaluative classroom visits, student engagement activities documented in lesson plans

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

Weekly walk thru schedule created for classroom observations focusing on the alignment of the standard, instruction and task

Person Responsible

Terri Christian

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitoring and feedback forms, Journeys,

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

District assessment tools

Person Responsible

Terri Christian

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Increase in student achievement.

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.B2.S1.A1	Create and implement a schedule, expectations, and deliverables for the planning sessions.	Christian, Terri	8/24/2015	Posted lesson plans in share point office 365 and in classroom next to door when entering a classroom. Agendas and notes of weekly department planning meetings are located in Ms. Christian's office in the department binder. One administrator is assigned to a department to facilitate the planning meetings. Lesson plans will be checked weekly for standards alignment.	6/9/2016 weekly
G1.B2.S1.A2	Teachers will complete a pre-plan prior to collaborative session.	Christian, Terri	8/24/2015	Every Thursday the pre-planning worksheet is due for the standard/s being taught two weeks in advance. Then the following Friday the lesson plan is due and is turned in to assigned	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				administrator to monitor and give suggestions to strengthen the instructional plans.	
G1.B2.S1.A3	Create and implement a monitoring system for providing targeted support to teachers with follow up steps.	Christian, Terri	8/24/2015	A system will be created by the leadership team to identify and deliver needed support.	6/10/2016 weekly
G1.B2.S1.A4	Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that meet the intent of the standards. These will include cross curricular reading and writing.	Mills-Coleman, Mona	9/22/2014	Administration will conduct observations to monitor the implementation of strategies and review of teacher lesson plans. This will be documented thru Journeys and discussed during weekly administration meetings.	6/4/2015 monthly
G1.B2.S1.A5	Provide PD on student engagement and standards based instruction.	King, Gretchen	9/28/2015	Walkthroughs, non-evaluative classroom, visits, student engagement activities documented in lesson plans	6/3/2016 annually
G1.MA1	- Monitoring of lesson plans & provide feedback - Observations - Increase of student achievment on Fair, Success Maker, Achieve, Voyager, Pearson, District Assessments (Math, Science, Social Studies, Writing) and EOC assessments.	Christian, Terri	8/24/2015	- Final evaluation of staff to show growth in teacher proficiency - Quantify walk thru data conducted by administrative team to illustrate trends based on standards based instruction, HOT questions, gradual release or 5E lessons (Math & Science) - Provided specific feedback to teachers	6/10/2016 annually
G1.B2.S1.MA1	District assessment tools	Christian, Terri	8/24/2015	Increase in student achievement.	6/9/2016 every-6-weeks
G1.B2.S1.MA1	Posted lesson plans and evidence of grade level planning aligned to the standards.	Christian, Terri	8/24/2015	Posted lesson plans support the lesson observed during an administrative observation, as well as apparent collaborative planning during the monitoring of planning meetings by administration; coaching logs	6/9/2016 daily
G1.B2.S1.MA4	Classroom observations focused on student engagement and standards based instruction.	Christian, Terri	8/24/2015	Walkthroughs in Journeys, non-evaluative classroom visits, student engagement activities documented in lesson plans	6/3/2016 weekly
G1.B2.S1.MA5	Weekly walk thru schedule created for classroom observations focusing on the alignment of the standard, instruction and task	Christian, Terri	8/24/2015	Monitoring and feedback forms, Journeys,	6/9/2016 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. Denison Middle will plan and deliver standards based instruction and develop a system to support and monitor implementation.

G1.B2 Lack of breadth and depth in teacher capacity

G1.B2.S1 Create a system of checks and balances to insure that standards based planning and instruction with department and equivalent course teachers is occurring.

PD Opportunity 1

Provide PD on student engagement and standards based instruction.

Facilitator

King/Coleman

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Create and implement a schedule, expectations, and deliverables for the planning sessions.	$0.00
2	G1.B2.S1.A2	Teachers will complete a pre-plan prior to collaborative session.	$0.00
3	G1.B2.S1.A3	Create and implement a monitoring system for providing targeted support to teachers with follow up steps.	$0.00
4	G1.B2.S1.A4	Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that meet the intent of the standards. These will include cross curricular reading and writing.	$0.00
5	G1.B2.S1.A5	Provide PD on student engagement and standards based instruction.	$0.00
		Total:	**$0.00**