

Polk County Public Schools

Denison Middle School



2016-17 Schoolwide Improvement Plan

Denison Middle School

400 AVENUE A SE, Winter Haven, FL 33880

schools.polk-fl.net/denisonmiddle

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Denison Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

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

Orientation

Each grade will host four parent nights for the parents/guardians to learn about the students academic progress and achievements.

Open House – September 1, 2016 6 – 7:30 pm

Math Night – March 14, 2017

Science Night – April 13, 2017

Literacy Night – October 25, 2016

Library Night – February 2, 2017

Culture Night – May 4, 2017

CTE, Fine Arts, and Physical Education Night - TBA

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

b. 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
On-Site social worker
On-site behavior interventionist
Closed Campus
District Bullying Lessons
District Drug and Alcohol Lessons

c. 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.

The use of Champs to set clear expectations for the school and each class.
On-site behavior interventionist to support students and staff.
On-Site social worker
Behavior tracking and intervention form
Team bases PBS activities
Administrative classroom walk-thrus

d. 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
On-site behavior interventionist to support students and staff.
On-Site social worker
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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. 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...)

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	28	21	24	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	87	100	92	0	0	0	0	279
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	71	103	90	0	0	0	0	264

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	54	93	82	0	0	0	0	229

c. 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
- The social worker and behavior interventionist will work with at risk students to increase academic achievement, provide support to the student, and increase motivation.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents will be invited to participate in several events throughout the school year. This year's activities will include: Report card nights, The public night at the Library, Career Academy Night, Culture Night, The Great American Teach in, SAC committee, Volunteer opportunities, Mentoring programs and the PTO.

2. 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. Denison Middle School will host ten total parent nights to increase community support of the school, and build relationships with the community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Christian, Terri	Principal
Mills-Coleman, Mona	Instructional Coach
Thomas, Curtis	Assistant Principal
Harvard, Drew	Teacher, K-12
Smith, Constance	Assistant Principal
Miranda, Sarah	Assistant Principal
Bowman, Abigail	Teacher, K-12
Coyt, Francisco	Teacher, K-12
Jones, Sabrina	Teacher, K-12
Jones, Joan	Instructional Technology
Valentin, Odalys	Teacher, K-12
Rojas, Jose	Teacher, K-12

b. Duties

1. 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/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl 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/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/Rtl 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.

2. 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/Rtl 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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carl Skoll	Business/Community
Curtis Thomas	Education Support Employee
Scott Girouard	Business/Community
	Student
Terri Christian	Principal
Robert Scott	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

Review and approve

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

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Christian, Terri	Principal
Mills-Coleman, Mona	Instructional Coach
Thomas, Curtis	Assistant Principal
Smith, Constance	Assistant Principal
Harvard, Drew	Teacher, K-12
Miranda, Sarah	Assistant Principal
Jones, Joan	Instructional Technology
Valentin, Odalys	Teacher, K-12
Jones, Sabrina	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade levels are divided by teams and subject. Individual grade levels have team meetings weekly Tuesday(6th grade), Wednesday(7th grade), and Thursday(8th grade) focusing on standards-based lesson planning and lesson delivery.

Each subject area meets daily for two planning periods. One period is for professional development and led by the administration. The second planning session is for teachers and staff to work collaboratively to develop engaging standard based lessons.

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

School staff attend job fairs to recruit highly qualified teachers. New teachers are provided support from district and school staff. Weekly support meetings are held at school.

3. 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. The administration has weekly meetings to develop and assist teachers new to the school. New teachers are paired with a mentor to assist in developing and creating engaging standard based lessons

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 state-wide assessments are used for student placement.

Progress monitoring is used to drive instruction and determine areas of weakness for intervention.

Formative assessment is used for grouping in individual classrooms, interventions, and instructional differentiation.

For example: - A student who scored a level on FSA Reading 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.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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 get 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.

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G085056

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	
FSAA Science Achievement	80.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	

Targeted Barriers to Achieving the Goal 3

- Lack of breadth and depth in teacher capacity

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Terri Christian

Schedule

Annually, from 8/15/2016 to 6/10/2017

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

 = 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

G085056

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

B226250

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

S238680

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 8/15/2016 to 6/5/2017

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

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

Person Responsible

Terri Christian

Schedule

Weekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

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

Action Step 3 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 8/15/2016 to 6/4/2017

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 4 5

Provide PD on student engagement and standards based instruction.

Person Responsible

Mona Mills-Coleman

Schedule

Annually, from 8/22/2016 to 6/3/2017

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 8/15/2016 to 6/9/2017

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 standards based instruction.

Person Responsible

Terri Christian

Schedule

Weekly, from 8/15/2016 to 6/3/2017

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 8/15/2016 to 6/9/2017

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 8/15/2016 to 6/9/2017

Evidence of Completion

Increase in student achievement.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA4 M315822	Classroom observations focused on standards based instruction.	Christian, Terri	8/15/2016	Walkthroughs in Journeys, non-evaluative classroom visits, student engagement activities documented in lesson plans	6/3/2017 weekly
G1.B2.S1.A4 A309061	Provide PD on student engagement and standards based instruction.	Mills-Coleman, Mona	8/22/2016	Walkthroughs, non-evaluative classroom, visits, student engagement activities documented in lesson plans	6/3/2017 annually
G1.B2.S1.A3 A309060	Ongoing, differentiated professional development will be provided to support and sustain teachers...	Mills-Coleman, Mona	8/15/2016	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.	6/4/2017 monthly
G1.B2.S1.A1 A309058	Create and implement a schedule, expectations, and deliverables for the planning sessions.	Christian, Terri	8/15/2016	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.	6/5/2017 weekly
G1.B2.S1.A2 A309059	Create and implement a monitoring system for providing targeted support to teachers with follow up...	Christian, Terri	8/15/2016	A system will be created by the leadership team to identify and deliver needed support.	6/5/2017 weekly
G1.B2.S1.MA1 M315820	District assessment tools	Christian, Terri	8/15/2016	Increase in student achievement.	6/9/2017 every-6-weeks
G1.B2.S1.MA1 M315821	Posted lesson plans and evidence of grade level planning aligned to the standards.	Christian, Terri	8/15/2016	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	6/9/2017 daily
G1.B2.S1.MA5 M315823	Weekly walk thru schedule created for classroom observations focusing on the alignment of the...	Christian, Terri	8/15/2016	Monitoring and feedback forms, Journeys,	6/9/2017 weekly
G1.MA1 M315824	- Monitoring of lesson plans & provide feedback - Observations - Increase of student achievement...	Christian, Terri	8/15/2016	- 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	6/10/2017 annually

V. 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

Coleman, District support

Participants

Teachers

Schedule

Annually, from 8/22/2016 to 6/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Create and implement a schedule, expectations, and deliverables for the planning sessions.	\$0.00
2	G1.B2.S1.A2	Create and implement a monitoring system for providing targeted support to teachers with follow up steps.	\$0.00
3	G1.B2.S1.A3	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
4	G1.B2.S1.A4	Provide PD on student engagement and standards based instruction.	\$0.00
Total:			\$0.00